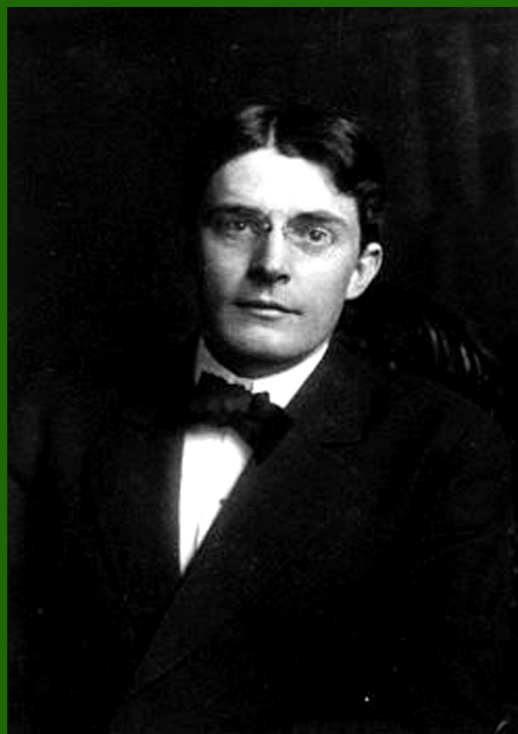




The International Journal of
INDIAN PSYCHOLOGY

Person of the Issue



John B. Watson (1878-1958)

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Stress and HIV/AIDS
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Life Style and HIV/AIDS
Job Satisfaction and HIV/AIDS
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At The International Journal of Indian Psychology we have a clear set of values for delivering our vision. These are: Research Orientation The International Journal of Indian Psychology seeks to publish a balanced mix of high quality theoretical or empirical research articles, case studies, book reviews, tutorials, editorials as well as pedagogical and curricular issues surrounding different domains of Psychology.

At last, our thanks go out to the members of the journal who have done their best to work at this collaborative effort. May you continue in this wonderful spirit, which, we are sure will sustain your efforts in the future towards enhancing and enriching this journal.

Dr. Suresh Makvana¹
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(Editor)

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Person of the Issue: John B. Watson (1878-1958)

Ankit Patel¹

	January 9, 1878
Born	Travelers Rest, South Carolina
	September 25, 1958 (aged 80)
Died	New York City, New York
Nationality	American
Doctoral advisor	J. R. Angell ¹
Education	University of Chicago



John B. Watson grew up in South Carolina. While he later described himself as a poor student, he entered Furman University at the age of 16. After graduating five years later with a master's degree, he began studying psychology at the University of Chicago. Watson earned his Ph.D. in psychology in 1903.

Watson began teaching psychology at John Hopkins University in 1908. In 1913, he gave a seminal lecture at Columbia University titled *Psychology as the Behaviorist Views It*, which essentially detailed the behaviorist position.

According to John Watson, psychology should be the science of observable behavior. "Psychology as the behaviorist views it is a purely objective experimental branch of natural science. Its theoretical goal is the prediction and control of behavior. Introspection forms no essential part of its methods, nor is the scientific value of its data dependent upon the readiness with which they lend themselves to interpretation in terms of consciousness," he explained (1913).

¹Cilinal Psychology, Sardar Patel University, Gujarat

¹Classics in the History of Psychology": "Watson obtained his Ph.D. under the supervision of Angell 1903.

Person of the Issue: John B. Watson (1878-1958)

Watson remained at John Hopkins University until 1920. He had an affair with Rayner, divorced his first wife and was then asked by the university to resign his position. Watson later married Rayner and the two remained together until her death in 1935. After leaving his academic position, Watson began working for an advertising agency where he remained until he retired in 1945.

During the later part of his life, John Watson's already poor relationships with his children grew progressively worse. He spent his last years living a reclusive life on a farm in Connecticut. Shortly before his death, he burned many of his unpublished personal papers and letters.

Contributions to Psychology

Watson set the stage for behaviorism, which soon rose to dominate psychology. While behaviorism began to lose its hold after 1950, many of the concepts and principles are still widely used today. Conditioning and behavior modification are still widely used in therapy and behavioral training to help clients change problematic behaviors and develop new skills.

Watson earned his Ph. D. from the University of Chicago in 1903. In his dissertation, "Animal Education: An Experimental Study on the Psychical Development of the White Rat, Correlated with the Growth of its Nervous System" he described the relationship between brain myelination and learning ability in rats at different ages. Watson showed that the degree of myelination was largely related to wand learning. He discovered that the kinesthetic sense controlled the behavior of rats running in mazes. In 1908, Watson was offered and accepted a faculty position at Johns Hopkins University and was immediately promoted to chair of the psychology department.

"Little Albert" experiment (1920)

In his most famous and controversial experiment, known today as the "Little Albert" experiment, John Watson and a graduate assistant named Rosalie Rayner conditioned a small child to fear a white rat. They accomplished this by repeatedly pairing the white rat with a loud, frightening clanging noise. They were also able to demonstrate that this fear could be generalized to other white, furry objects. The ethics of the experiment are often criticized today, especially because the child's fear was never deconditioned.

Person of the Issue: John B. Watson (1878-1958)

In 2009, researchers were able to identify Little Albert as a boy named Douglas Merritte. The question of what happened to the child had intrigued many for decades. Sadly, the researchers found that the child died at age six of hydrocephalus, a medical condition in which fluid builds up inside the skull.

In 2012, researchers presented evidence that Merritte suffered from neurological impairments at time of the Little Albert experiment and that Watson may have knowingly misrepresented the boy as a "healthy" and "normal" infant.

Timeline

Years	Happenings
9 Jan 1878	John B. Watson was born in Greenville, South Carolina.
1 Jan 1891	Watson's father left the family.
1 Jan 1894	Got acceptance from Furman University.
1 Jan 1899	Graduated from Furman University.
Jan 1 1900	Began studying at Chicago University.
Jan 1 1901	Watson majored in psychology and minored in philosophy and neurology at the University of Chicago.
Jan 2 1901	He married Mary Ikes.
Jan 1 1903	Graduated from Chicago University with a PhD in experimental psychology.
Jan 1 1905	Dr. Watson's first child, Mary, was born.
Jan 1 1905	Enrolled at John Hopkins University.
Jan 1 1906	Watson was hired as an instructor at the University of Chicago
Jan 1 1907	Watson was hired as an associate professor of psychology at John Hopkins University. (It was here that he became known as the Founder of Behaviorism.)
Jan 1 1914	He published Behavior: An Introduction to Comparative Psychology.
Jan 1 1914	Watson became the President of the American Psychological Association.
Jan 1 1916	Dr. Watson began his study on mental illnesses.
Jan 1 1919	Watson published Psychology From the Standpoint of a Behaviorists.

Person of the Issue: John B. Watson (1878-1958)

Jan 1 1920	Watson was dismissed from John Hopkins University
Jan 1 1920	He published the "Little Albert" Experiment.
Jan 1 1921	Moved to New York.
Jan 1 1924	Watson became Vice President of J Walter Thompson Agency.
	He published Behaviorism.
Jan 1 1928	Watson published the Psychological Care of Infant and Child.
Jan 1 1945	He retired as Vice President of William Esty Agency.
Jan 1 1957	John Watson was awarded the gold medal from the American Psychological Association for his contributions to the field of psychology.
Sep 25 1958	Watson died in New York City.

"Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select--doctor, lawyer, artist, merchant-chief, and, yes, even beggarman and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors. I am going beyond my facts and I admit it, but so have the advocates of the contrary and they have been doing it for many thousands of years."

–John B. Watson, Behaviorism, 1930

Achievements and Awards

- 1915 – Served as the President of the American Psychological Association (APA)
- 1919 – Published *Psychology From the Standpoint of a Behaviorist*
- 1925 – Published *Behaviorism*
- 1928 – Published *Psychological Care of Infant and Child*
- 1957 – Received the APA's award for contributions to psychology

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A Study on Facebook Addiction and its Relationship with Emotional Experience and Coping Strategies

Md. Hassan Jafri¹

ABSTRACT

Popularity and wide usage of Facebook has led some to its excessive use leading to the Facebook addiction which may results into several negative consequences. The present study aimed to investigate influence of Facebook addict on their emotional experiences (negative and positive emotions). The study also aimed to ascertain the influence of Facebook addicts on their coping strategies to deal with their stress. Survey was undertaken from 35 undergraduate students, taken randomly from commerce and business management of a college of Royal university of Bhutan, Bhutan. Results from regression analysis revealed that addicts experience negative emotions more than positive emotion. Similarly addicts adopted maladaptive coping strategies to deal with the stresses. The research has significant value for students, parents and educational institutions to understand negative side of excess use of Facebook and according control their usage behaviour.

Keywords: *Facebook addict, Excessive usage of Facebook, Facebook and negative emotion, Facebook and coping strategies.*

Facebook has become most popular among all Social Networking Sites (SNS) across the globe. According to the Facebook website, more than half of the active users log onto their accounts daily. With its possibilities such as communicating with friends, socialization, getting information about people and events, entertaining and relaxing; it is the most preferred social networking sites of the world. Teens and college students are the main users of the technology mediated communication site (Facebook) and they hangout on it frequently. With the increased popularity and wide base of Facebook, series of researches have started to understand its psycho-social influence on its users. While the Facebook has become a major source of information and communication medium for the students, the number of unhealthy or excessive Facebook use among users has also grown up. A new phenomenon has been observed among its users which are termed as Facebook Addiction. The addiction has its own repercussion on the person and the-

¹Sr. Lecturer, Gaedu College of Business Studies, Royal University of Bhutan, Gedu, Bhutan.

- society at large. Some studies as well as reports have highlighted the growing SNS – addiction in some parts of the world. Survey of literatures revealed that very few researches have been conducted on the Facebook addiction (Sherman, 2011; Kuss & Griffiths, 2011). Andreassen & Pallesen, (2013) also view that the research on SNS including Facebook is in its infancy, and as such the SNS-addiction construct needs further conceptual and empirical exploration.

CONCEPTS AND LITERATURE REVIEW

Facebook Addiction

The phenomenon of Facebook addiction is new and till date no formal definition is widely accepted. Addiction usually refers to compulsive behavior that leads to negative effects. In most addictions, people feel compelled to do certain activities so often that they become a harmful habit, which then interferes with other important activities such as work or school. The concept, social networking addiction is a phrase sometimes used to refer to someone spending too much time using social Medias such as Facebook, Twitter and other forms of social media - so much so that it interferes with other aspects of daily life. However for the purpose of this research, Facebook addiction can be defined “as the excessive use of Facebook and the failure to control the usage”. Facebook addict uses the media to excess constantly checking Facebook status updates profiles, checking and / or posting messages etc., without which people feel uncomfortable.

Emotions

Emotions are reactions of person to significant events and objects. Emotions or affect can be categorized as positive and negative. Positive emotions is a mood dimensions that consists of feelings such as joy, hope, pride whereas negative emotions is a mood dimensions that consists of feelings such as anger, anxiety, shame. Positive emotions results in high achievement, greater task activity, persistence and enhanced cognitive functioning (Staw, Sutton, & Pelled, 1994). Students experience a variety of emotions in academic settings that influence their perceptions and behavior. Researchers have revealed that student’s emotions in academic settings are significantly related to students’ motivation, learning strategies, cognitive resources, self-regulation, academic achievement, engagement, and personality development (Pekrun, et al., 2002; Pekrun, 2006). Researchers have indicated that types of emotions promote different styles of information processing. Positive mood facilitates creative, flexible, and holistic ways of thinking whereas more analytical, rigid, and detailed ways of processing of information can be enhanced by a negative mood (Lewis & Haviland-Jones, 2000). Students emotions have been studied from the –perspective of anxiety and there are plethora of studies examining students' test anxiety since the 1950s (Zeidner, 2007) and has produced cumulative knowledge that have contributed in educational practice but there is little research on student emotions other than anxiety, however, implying that it is difficult to draw firm conclusions for most emotions experienced by students (Schutz & Pekrun, 2007).

Stress Coping Strategies

Coping strategies refer to the specific efforts, both behavioral and psychological, that people employ to control, reduce or minimize stressful events. People cope from stress in an effort to maintain their mental health and emotional well-being. People use (1) problem – focused and (2) emotion – focused strategies are used to cope with the stress. problem-focused strategies, also called adaptive coping strategies refers to efforts of people to do something active to alleviate stressful circumstances, whereas emotion-focused coping which is also called maladaptive coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events such as crying or venting frustration in some way, or participating in activities designed to alter mood, such as dancing or using humor or comedy (Monat & Lazarus, 1991). According to Folkman & Lazarus (1980), people use both types of strategies to combat most stressful events.

Facebook Use and its Impact

Researchers have revealed the implications of the use of Facebook on such areas as relationship- formation and satisfaction (Sheldon, Abad, & Hinsch, 2011); identity construction (Back et al., 2010); psychological and emotional wellbeing (Valkenburg, Peter, & Schouten, 2006), learning (Kabilan, Ahman, & Abidin, 2010); and privacy (Gross & Acquisti, 2005). Social network sites induce positive emotional experiences (Mauri, et al., 2011). Facebook could be a great tool to connect with family and friends and develop and maintain relationships, exchange information etc. But if a person are unable to concentrate properly on his daily normal activities because of the continuous thinking about going online then that's a sign of trouble. How Facebook addiction impacts on person's physiological, social and psychological life is not clear yet as the research on this area has started recently. The small number of studies conducted so far on the SNS including Facebook, suggests that SNS-addiction is associated with health-related, academic, and interpersonal problems/issues (Andreassen & Pallesen, 2013). Excessive use of Facebook is associated with jealousy, social tension, isolation and depression, several researches revealed (The Economist, Aug. 17, 2013). In a longitudinal research conducted recently by Ethan Kross of the University of Michigan and Philippe Verduyn of Leuven University in Belgium on 82 Facebookers who were in their late teens or early 20s to track how their emotions change with the use of Facebook, their study revealed that those who used Facebook a lot were more likely to report a decline in satisfaction than those who visited the site infrequently (The Economist, Aug. 17, 2013). Of the 26% reporting an impact of their usage on their lives, three-quarters (74%) claimed that it had a negative impact, including procrastination, distraction, and poor time-management. Researchers have found that compulsive SNS (including Facebook) usage is related to loneliness, missing of work, school, and real world social activities (LaRose et al. , 2010), and negatively related to psychological well being among college freshmen but not among older students (Kalpidou, Costin, & Morris, 2011). Extrapolating direct and indirect findings of earlier researches and also extending on other variables, it can be said that Facebook addiction can lead negative emotional experiences and also can lead to

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maladaptive coping strategies from stress. Thus following hypotheses were formulated for the study –

H1: *Facebook addiction is positively and significantly related to negative emotional experience*

H2: *Facebook addiction is positively and significantly related to maladaptive coping strategies*

METHOD

The present study is based on cross-sectional design and primary research method is used to collect the required information to test hypotheses of the study.

Sample and Procedures

The present study is conducted on undergraduate business and commerce students of a college of Royal university of Bhutan. The study was undertaken in two stages. In the first stage, Facebook addiction scale was used to identify addicted students. The scale was administered on a total of 400 students, taken randomly and out of that 35 students were identified as addicted. The identification was done based on the criteria provided by Andreassen et al., (2012).

In the second stage of the study, identified students were administered other two scales – emotional experience and coping strategies. The respondents ranged between 18 and 26 years in age. All the respondents were having their active Facebook account. Data were collected from respondents during college hours and the questionnaire was completed in the presence of the researcher. All the necessary information regarding the study objectives and ways to respond on questionnaire were shared with all respondents. Respondents were assured of confidentiality of their responses and were told that their responses shall be used for the research purpose only.

Measures

Bergen Facebook Addiction Scale – In order to measure Facebook addiction, the scale developed by Andreassen et al., (2012) is used. Responses on the scale were rated on a 5-point scale indicating (1) Very rarely, (2) Rarely, (3) Sometimes, (4) Often, and (5) Very often. The scale has six items and its reliability in the present sample is found to be 0.68 (alpha). Andreassen et al., (2012) suggest that scoring "often" or "very often" on at least four of the six items may suggest the respondent is addicted to Facebook.

The Scale of Positive and Negative Experience (SPANE) – The scale consists of a 12-item which includes six items to assess positive feelings and six items to assess negative feelings. The scale was developed by Diener et al., (2010). Responses were taken on 5-point scale ranging (1) Very rarely / Never, to (3) Sometimes, to (5) Very often / Always. The scale has reliability 0.67 (alpha).

Coping Strategies- In order to assess students coping strategies, items were taken from the COPE Inventory developed by Carver, Scheier & Weintraub (1989). The scale has 60 items covering from 15 areas. But in the present research only two areas / ways of coping – problem focused and emotion focused coping strategies, have been taken which has 4 items each. Responses were taken on 4-points scale ranging from (1) I usually don't do this at all, (2) I usually do this a little bit, (3) I usually do this a medium amount, and (4) I usually do this a lot. Reliability of the scale is found to be 0.72 (alpha) in the present sample.

RESULTS AND ANALYSIS

As the study aimed to see the influence of Facebook addiction on positive and negative emotional experience and also on coping strategies, correlation and multiple regression analysis were carried out to test the hypotheses.

Table 1: Summary of Regression Analysis for Positive and Negative Emotional Experience as a function of Facebook addict

Types Emotional Experiences		
Positive Emotional Experience	R	0.25
	R Square	0.09
	Adjusted R Square	0.08
	Standard Error of estimate	2.27
	F- Value	5.20**
	Level of Significance	.02
Negative Emotional Experience	R	0.44
	R Square	0.31
	Adjusted R Square	0.27
	Standard Error of estimate	7.72
	F- Value	10.89*
	Level of Significance	.000

* Significant at $p < 0.01$ level (2-tailed).

** Significant at $p < 0.05$ level (2-tailed).

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Results presented in the above table shows that Facebook addicts experience negative emotion significantly. R^2 for addicts experiencing negative emotions is found to be 0.31, which indicates that around 31 percent of variance in negative emotion is being explained by Facebook addiction. F values with 10.89 corroborates this as it is found to be significant ($p = .000$). Thus, hypothesis 1, which predicted Facebook addiction is positively and significantly influences negative emotional experience, was supported.

Table 2: Summary of Regression Analysis for Adaptive and Maladaptive Coping Strategies as a function of Facebook addict

Types of Coping Strategies	.	
Adaptive Coping Strategies	R	0.13
	R Square	0.08
	Adjusted R Square	0.05
	Standard Error of estimate	1.04
	F- Value	1.55
	Level of Significance	2.15
Maladaptive Coping Strategies	R	0.42
	R Square	0.18
	Adjusted R Square	0.14
	Standard Error of estimate	2.23
	F- Value	10.49*
	Level of Significance	0.002

* Significant at $p < 0.01$ level (2-tailed).

** Significant at $p < 0.05$ level (2-tailed).

Results presented in the above table (table 3) shows that Facebook addicts adopts maladaptive coping strategies when faced with stressful situations significantly. R^2 for addicts for using maladaptive coping strategies is found to be 0.18, which indicates that around 18 percent of variance in using maladaptive coping strategies is being explained by Facebook addiction. F values with 10.49 corroborates this as it is found to be significant ($p = .002$). Thus, hypothesis 2, which predicted Facebook addiction is positively and significantly related to maladaptive coping strategies, was supported.

DISCUSSION

The present study aimed to achieve two objectives – (1) to explore that Facebook addiction can lead to negative emotional experiences and (2) Facebook addiction can results into maladaptive coping strategies from stress.

With respect to the emotional experience, it is found in the study that addiction to Facebook leads to the negative emotional experience. The present finding is in lined with the findings which found that people who use social media heavily experiences different kind of negative emotions. Reason for the negative emotional experiences could be that during or after the usage addicts realize that they gained nothing of the time they killed in Facebook rather they lost so many things. They realize that they are not able to meet their daily life requirements as effectively and efficiently as non-addicts colleagues. This may also leads to lower academic and social performance and at some point of time addicts realize this fact and this leads to negative emotional experiences.

The result of the study made clear that Facebook addicts resort to the maladaptive / emotion focused coping strategies. One reason for this could be that addicts are preoccupied with going online and don't give time to think about the issues in concrete form and that is why they take emotional approach of dealing with the stress. Another reason could be the fact that mood determines individual's thinking and judgment and because addicts experiences negative emotions and that is why probably in this kind of emotional experiences addicts are not able to think about the real issue genuinely and objectively. This may resort to maladaptive or emotional approach of coping when pressed with the issue.

CONCLUSIONS AND IMPLICATION

Addiction of Facebook has taken researchers to explore various issues related to its use. The present study and findings are in line of it and showed that those who become addict of the Facebook usage doesn't feel happy and joy rather ends up with several negative emotional experiences such as sadness, unhappiness, etc. Those who always want to go online and indulge themselves with the Facebook ends up with negative feelings and emotions. This in turn may leads to several negative consequences such as poor academic or work performance, reduced social relations, decreased family engagement etc. Further it is also found in the study that addicts of Facebook fail to deal with the life demands objectively, don't adopt the problem centered approach in dealing with the stress or stressful situation. Rather such people adopt maladaptive or emotion focused approach which may always not be good.

The study has both practical and theoretical implication. Insights gained from the study can be used by parents and school and college administration to educate their teens and students about the various positive and negative sides of the SNS site especially Facebook and its usage pattern. Education provides awareness which helps in developing a sense of right and wrong of behaviour.

LIMITATIONS AND FUTURE RESEARCH

The study has several limitations, so findings of this study should be taken with caution. One of the limitations is the small sample size which has the limited generalizability. Future research should include more sample size. Another limitation is that the study is based on self-report survey which may be affected by the biasness, thus affecting the research outcome. Further cross sectional design is used in the study which is another limitation. Better insights can be gained on the issue by using longitudinal research. The concept of Facebook addiction is still in developing stage, and firm criteria for the addiction is not widely agreed and so difficult to say about the Facebook addiction with certainty. Taking all these limitations in to account, the author recommends undertaking further research in order to have more meaningful insight of Facebook addiction and its influence on emotions and coping strategies.

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Cognition and Emotion: The Cognitive Regulation of Emotions : A Review

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Keywords: *Cognition, Emotion*

One of life's great challenges is successfully regulating emotions (Gross, 2002). The topic of emotion regulation has been of interest since Freud (1923) began to examine the relationship between the control of affective impulses and psychic health (Krohne et al., 2002). The emerging field of emotion regulation studies how individuals influence which emotions they have, when they have them, and how they experience and express them. Emotion regulation is defined and distinguished from coping, mood regulation, defense, and affect regulation (Gross, 1998). Many studies have been conducted in the field of cognition and emotion; e.g., emotion regulation: Past, present, future (Gross, 1999), the cognitive regulation of emotions: The role of success versus failure experience and coping dispositions (Krohne et al., 2002), the cognitive control of emotion (Ochsner and Gross, 2005), relationships between cognitive emotion regulation strategies and depressive symptoms: A comparative study of five specific samples, (Garnefski and Kraaij, 2002), incorporating emotion regulation into conceptualizations and treatments of anxiety and mood disorders (Campbell-Sills et al., 2007), healthy and unhealthy emotion regulation: Personality processes, individual differences, and life span development (John and Gross, 2004), emotion regulation in adulthood: Timing is everything (Gross, 2001), emotional states, attention, and working memory. Emotion regulation in depression: Relation to cognitive inhibition (Joormann and Gotlib, 2010), individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being (Gross and John, 2003), mindfulness and emotion regulation: The development and initial validation of the Cognitive and Affective Mindfulness Scale-Revised (CAMS-R) (Laurenceau, 2007), regulation of distress and negative emotions: A developmental view (Kopp, 1989), basic emotions, relations among emotions, and emotion-cognition relations (Izard, 1992), emotional reactivity and cognitive regulation in anxious children, (Carthy, 2010), cognitive emotion regulation strategies and depressive symptoms: differences between males and females (Garnefski et al., 2004), cognitive emotion regulation in the prediction of depression, anxiety, stress, and anger (Martin and Dahlen, 2005), academic emotions in students' self-regulated learning and achievement: A

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program of qualitative and quantitative research (Pekrun et al., 2002), emotion regulation and mental health (Gross and Muñoz, 1995), specificity of cognitive emotion regulation strategies:

A transdiagnostic examination (Aldao and Nolen-Hoeksema, 2010), composure at any cost? The cognitive consequences of emotion suppression (Richards and Gross, 2013), now you feel It, now you don't, frontal brain electrical asymmetry and individual differences in emotion regulation (Jackson et al., 2003), community violence exposure and children's social adjustment in the school peer group: The mediating roles of emotion regulation and social cognition (Schwartz et al., 2000), emergent themes in the study of emotional development and emotion regulation (Campos et al., 1989), cognitive inhibition and emotion regulation in depression (Joormann, 2010). Contemporary conceptions of emotion emphasize emotions' positive role in adaptation (e.g., Lazarus, 1991; Tooby and Cosmides, 1990). Emotions are said to tailor cognitive style to situational demands (Clore, 1994), to facilitate decision-making (Oatley and Johnson-Laird, 1987), to prepare the individual for rapid motor responses (Frijda, 1986), and to promote learning (Cahill, 1994).

Historical Background: The study of emotion regulation has its origins in the psychoanalytic and stress and coping traditions. Research especially concerned with emotion regulation is a relatively recent innovation, but an interest in how emotions can and should be regulated is new (Averill, 1982). In the past century, this longstanding interest in emotion regulation has been played out in two principal arenas. Together, these have set the stage for contemporary research on emotion regulation.

REVIEW OF LITERATURE

Modern emotion theories emphasize the adaptive value of emotions. They often must be regulated. It is argued that distinctions need to be made between:

- Regulation of emotion and regulation by emotion;
- Emotion regulation in self and emotion regulation in others; and
- Conscious and nonconscious emotion regulation (Gross, 1999).

Krohne et al. (2002) concentrated on the analysis of two central cognitive mechanisms to regulate emotional states. Generating emotion-congruent or -incongruent cognitions and attention deployment (i.e., the regulation of emotions by shifting one's attentional focus).

The topic of emotion regulation has been of interest since Freud began to examine the relationship between the control of affective impulses and psychic health. Emotion regulation involves neurophysiological responses, the cognitive processes of attention, information processing, and encoding of internal cues, as well as behavioral mechanisms, such as response selection or regulating the demands of familiar settings (Gross, 1998; Thompson, 1994; Walden and Smith, 1997).

Gross and Ochsner (2005) stated that the capacity to control emotion is important for human adaptation. Questions about the neural bases of emotion regulation have recently taken on new importance, as functional imaging studies in humans have permitted direct investigation of control strategies that draw upon higher cognitive processes difficult to study in nonhumans. Such studies have examined (1) controlling attention to, and (2) cognitively changing the meaning of, emotionally evocative stimuli.

Krohne et al. (2002) stated that attention deployment and generating specific types of cognitions are central cognitive mechanisms of emotion regulation. Two groups of hypotheses make contradicting predictions about the emotion-cognition relationship. The mood congruency hypothesis expects the emergence of mood-congruent cognitions (i.e., negative mood leads to negative and positive mood to positive cognitions). Similarly, a substantial body of research suggests that negative mood induces self-focus, whereas positive mood elicits an external focus of attention. In Krohne et al.'s study (2002), positive and negative emotional states were elicited by exposing the participants to the experience of success or failure in a demanding cognitive task. Cognitions that were present after emotion induction were assessed by means of a thought-listing procedure. For the total sample, results clearly confirmed the mood congruency hypothesis. Thought order was a critical factor only for changes in self-focus. Thought valence (positive, neutral, negative) as well as self-focus were substantially influenced by coping dispositions (Krohne et al., 2002).

According to Gross's process model of emotion regulation (Gross, 1998), strategies that act early in the emotion-generative process should have a different profile of consequences than strategies that act later on. His review focused on two commonly used strategies for down-regulating emotion. The first, reappraisal, comes early in the emotion-generative process. The second, suppression, comes later in the emotion-generative process. Experimental and individual-difference studies find reappraisal is often more effective than suppression. Reappraisal decreases emotion experience and behavioral expression, and has no impact on memory. By contrast, suppression decreases behavioral expression, but fails to decrease emotion experience, and actually impairs memory. In his review, Gross concluded with a consideration of five important directions for future research on emotion regulation processes (Gross, 1998). According to Gross's process model of emotion regulation, emotion may be regulated at five points in the emotion generative process: (a) selection of the situation, (b) modification of the situation, (c) deployment of attention, (d) change of cognitions, and (e) modulation of responses. The field of emotion regulation promises new insights into age-old questions about how people manage their emotions (Gross, 1998).

Imaging studies have contributed to the development of a multilevel model of emotion regulation that describes the interactions between neural systems implicated in emotion generation and those implicated in emotional control. Ochsner et al. (2002) reviewed imaging studies of one type of cognitive emotion regulation: reappraisal. They showed that how imaging studies have contributed to the construction of this model, illustrated the interplay of

psychological theory and neuroscience data in its development, and described how this model can be used as the basis for future basic and translational research (Ochsner et al., 2002).

Richards and Gross (2000) pointed out the affective consequences of emotion regulation. Little is known, however, about whether emotion regulation also has cognitive consequences. A process model of emotion suggests that expressive suppression should reduce memory for emotional events but that reappraisal should not. Three studies tested this hypothesis. Study 1 experimentally manipulated expressive suppression during film viewing, showing that suppression led to poorer memory for the details of the film. Study 2 manipulated expressive suppression and reappraisal during slide viewing. Only suppression led to poorer slide memory. Study 3 examined individual differences in typical expressive suppression and reappraisal and found that suppression was associated with poorer self-reported and objective memory but that reappraisal was not. Together, these studies suggest that the cognitive costs of keeping one's cool may vary according to how this is done (Richards and Gross, 2000).

Ochsner et al. (2002) stated that the ability to cognitively regulate emotional responses to aversive events is important for mental and physical health. Little is known, however, about neural bases of the cognitive control of emotion. Their study employed functional magnetic resonance imaging to examine the neural systems used to reappraise highly negative scenes in unemotional terms. Reappraisal of highly negative scenes reduced subjective experience of negative affect. Ochsner et al.'s findings support the hypothesis that prefrontal cortex is involved in constructing reappraisal strategies that can modulate activity in multiple emotion-processing systems (Ochsner et al., 2002).

Garnefski et al. (2001) described a new questionnaire, named the Cognitive Emotion Regulation Questionnaire, has been constructed, measuring nine cognitive coping strategies people tend to use after having experienced negative life events. A test-retest design was used to study the psychometric properties and relationships with measures of depression and anxiety among 547 high school youngsters. Cognitive coping strategies were found to play an important role in the relationship between the experience of negative life events and the reporting of symptoms of depression and anxiety. Garnefski et al.'s results suggested that cognitive coping strategies may be a valuable context of prevention and intervention (Garnefski et al., 2001).

Literature on the contributions of social cognitive and emotion processes to children's social competence is reviewed by Lemerise and Arsenio (2000) and interpreted in the context of an integrated model of emotion processes and cognition in social information processing.

Carstensen et al. (2003) pointed out that far more attention has been paid to emotion regulation in childhood than in adulthood and old age. However, a growing body of empirical research suggests that the emotion domain is largely spared from deleterious processes associated with aging and points instead to developmental gains in later life. Carstensen et al. attempted to explain the observed gains in terms of motivation. They argued that age is associated with increasing motivation to derive emotional meaning from life and decreasing

motivation to expand one's horizons. These changes lead to age differences in social and environmental choices, coping, and cognitive processing of positive and negative information (Carstensen et al., 2003).

Berkowitz (1990) stated that noting a wide variety of unpleasant feelings, including sadness and depression, apparently can give rise to anger and aggression, he proposed a cognitive-neoassociationistic model to account for the effects of negative affect on the development of angry feelings and the display of emotional aggression.

Izard (1993) pointed out the significant role of emotions in evolution and adaptation suggesting that there must be more than 1 mechanism for generating them. The Izard's model described 4 types of emotion-activating systems, 3 of which involve noncognitive information processing. The emotion-activating systems operate under a number of constraints, including genetically influenced individual differences (Izard, 1993).

Research on expressive behavior has become well established in developmental, social, and personality psychology and in psychophysiology. Despite the success of the work on emotion expression and the upward trend of interest in emotions in general, the fundamental issue of the relation between emotion expression and emotion experience or feeling state remains controversial (Izard, 1990).

In losing control, Baumeister et al. (1994) provided a single reference source with comprehensive information on general patterns of self-regulation failure across contexts, research findings on specific self-control disorders, and commentary on the clinical and social aspects of self-regulation failure. Self-control is discussed in relation to what the self is, and the cognitive, motivational, and emotional factors that impinge on one's ability to control one's self (Baumeister et al., 1994).

Garnefski and Kraaij (2006) aimed to study relationships between cognitive emotion regulation strategies and depressive symptoms. Five specific samples, ranging from adolescents to elderly, were compared on their reported use of cognitive emotion regulation strategies (Rumination, Catastrophizing, Self-blame, Other-blame, Acceptance, Positive Reappraisal, Putting into Perspective, Positive Refocusing, Planning) and on the relationships between these strategies and symptoms of depression. Although remarkable differences were found in reported strategies, relationships between cognitive emotion regulation strategies and symptoms of depression were shown to be similar between the five groups (Garnefski and Kraaij, 2006).

Campbell-Sills and Barlow (2007) suggested that individual differences in emotion regulation may relate to vulnerability and resilience to anxiety and mood disorders. They also provided numerous examples of how many clinical features of anxiety and mood disorders may be construed as maladaptive attempts to regulate unwanted emotions. When using the term "emotion regulation," they referred to cognitive and behavioral processes that influence the occurrence, intensity, duration, and expression of emotion. These processes may support

upregulation or downregulation of positive or negative emotions (Campbell-Sills and Barlow, 2007).

John and Gross (2004) focused on two commonly used emotion regulation strategies: reappraisal (changing the way one thinks about a potentially emotion-eliciting event) and suppression (changing the way one responds behaviorally to an emotion-eliciting event). First, they reviewed experimental findings showing that reappraisal has a healthier profile of short-term affective, cognitive, and social consequences than suppression. Second, they reviewed individual-difference findings, which showed that using reappraisal to regulate emotions is associated with healthier patterns of affect, social functioning, and well-being than is using suppression. Third, they considered issues in the development of reappraisal and suppression and provided new evidence for a normative shift toward an increasingly healthy emotion regulation profile during adulthood (John and Gross, 2004).

Joormann and Gotlib (2010) aimed to identify cognitive processes that may be associated with the use of emotion-regulation strategies and to elucidate their relation to depression. Depression has been found to be associated with difficulties in cognitive control and, more specifically, with difficulties inhibiting the processing of negative material. They used a negative affective priming task to assess the relations among inhibition and individual differences in the habitual use of rumination, reappraisal, and expressive suppression in clinically depressed, formerly depressed, and never-depressed participants. They found that depressed participants exhibited the predicted lack of inhibition when processing negative material. Moreover, within the group of depressed participants, reduced inhibition of negative material was associated with greater rumination. Joormann and Gotlib concluded that these findings suggest that individual differences in the use of emotion-regulation strategies play an important role in depression, and that deficits in cognitive control are related to the use of maladaptive emotion-regulation strategies in this disorder (Joormann and Gotlib, 2010).

Laurenceau (2007) aimed to develop a brief self-report measure of mindfulness with items that cover the breadth of the construct and that are written in everyday language. The resulting 12-item measure demonstrated acceptable internal consistency and evidence of convergent and discriminant validity with concurrent measures of mindfulness, distress, well-being, emotion-regulation, and problem-solving approaches in three samples of university students (Laurenceau, 2007).

The means used by young children to control their own emotions has received scant attention in the developmental literature. However, this competency represents an important aspect of developmental growth. Kopp (1989) emphasized regulation of distress and negative emotions. It focused on (a) the principles that underlie regulation of distress and negative emotions among infants and young children and (b) developmental trends that occur during the first few years of life (Kopp, 1989).

Garnefski et al. (2004) focused on comparability of men and women in (a) the extent to which they use specific cognitive emotion regulation strategies in response to the experience of life stress and (b) the extent to which the use of these strategies is related to the reporting of depressive symptoms. Significant differences were found in the strategies Rumination, Catastrophizing and Positive refocusing: women reported to use these strategies more often than men. However, no differences were found in the extent to which specific cognitive strategies were related to the reporting of depressive symptomatology. In both groups, higher extents of reporting self-blame, rumination and/or catastrophizing as strategies were strongly related to higher depression scores, whereas higher extents of using positive reappraisal were related to lower depression scores (Garnefski et al., 2004).

Cognitive coping processes have long been implicated in the experience and expression of emotion. Recently, a new instrument, the cognitive emotion regulation questionnaire (Garnefski et al., 2001), was developed to measure nine different cognitive coping strategies people often use when faced with a negative event: self-blame, other blame, rumination, catastrophizing, acceptance, putting into perspective, positive refocus, refocus on planning, and positive reappraisal.

Martin and Dahlen (2005) explored the relationships between the CERQ and depression, anxiety, stress, and anger. Results supported the convergent and discriminant validity of the CERQ and demonstrated that, independent of respondent gender, self-blame, rumination, catastrophizing, and positive reappraisal were among the most valuable predictors of negative emotions (Martin and Dahlen, 2005).

Pekrun et al. (2002) pointed out that in 5 qualitative studies, it was found that students experience a rich diversity of emotions in academic settings. Anxiety was reported most often, but overall, positive emotions were described no less frequently than negative emotions. Based on the studies in their article, taxonomies of different academic emotions and a self-report instrument measuring students' enjoyment, hope, pride, relief, anger, anxiety, shame, hopelessness, and boredom (Academic Emotions Questionnaire [AEQ]) were developed. Results showed that academic emotions are significantly related to students' motivation, learning strategies, cognitive resources, self-regulation, and academic achievement, as well as to personality and classroom antecedents. The findings indicated that affective research in educational psychology should acknowledge emotional diversity in academic settings by addressing the full range of emotions experienced by students at school and university (Pekrun, et al., 2002).

Gross (1999) considered that the study of emotion regulation has its origins in the psychoanalytic and stress and coping traditions. Recently, increased interest in emotion regulation has led to crucial boundary ambiguities that now threaten progress in this domain. It is argued that distinctions need to be made between (1) regulation of emotion and regulation by emotion; (2) emotion regulation in self and emotion regulation in others; and (3) conscious and nonconscious emotion regulation. Using a process model of emotion generation, his review

considered promising research on basic processes and individual differences in emotion regulation and poses five theoretical challenges (Gross, 1999).

Gross and Muñoz (1995) in their article argued that emotion regulation is an essential (and traditionally underemphasized) feature of mental health. To develop this idea, they first defined the terms emotion, emotion regulation, and mental health. They then charted the development of emotion regulation and described its role in various facets of normal functioning. Then they considered what happens when emotion becomes dysregulated in a major depressive episode. They concluded by speculating about the role of emotion regulation in the broader context of public mental health (Gross and Muñoz, 1995).

Aldao and Nolen-Hoeksema (2010) stated that despite growing interest in the role of regulatory processes in clinical disorders, it is not clear whether certain cognitive emotion regulation strategies play a more central role in psychopathology than others. Similarly, little is known about whether these strategies have effects transdiagnostically. They examined the relationship between four cognitive emotion regulation strategies (rumination, thought suppression, reappraisal, and problem-solving) and symptoms of three psychopathologies (depression, anxiety, and eating disorders) in an undergraduate sample. Maladaptive strategies (rumination, suppression), compared to adaptive strategies (reappraisal, problem-solving), were more strongly associated with psychopathology and loaded more highly on a latent factor of cognitive emotion regulation. In addition, this latent factor of cognitive emotion regulation was significantly associated with symptoms of all three disorders (Aldao and Nolen-Hoeksema, 2010).

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Internet Addiction among Students: The Relation of Depression

Dr. Shashi Kala Singh¹

ABSTRACT

The purpose of this study is to investigate not only the prevalence of internet addiction among the male and female students but, also the relationship between internet addiction and depression. The tools of measurement used are the Young Internet Addiction and Beck Depression Questionnaire. The data was analyzed by t-test and correlation. The results show that prevalence of internet was more in male students than female students. Correlation analysis showed a positive and significant relation between internet addiction and depression.

Keywords: *Internet addiction, depression and students.*

Internet addiction is a broad concept. The current modes of information and communication technology such as the Computer, the Internet, and mobile phones have changed adolescents' daily life drastically. In addition to being a convenience to people's communication methods, technology unfortunately has negative side-effects. The most frequent negative side-effect is chronic addiction to technological mediums or excessive human-machine interactions involved. Internet is a technological tool which makes our life easier and has become an indispensable part of it while its number of user population increases faster each day (Yapici, and Akbayin, 2012). The internet is a new tool that is evolving into an essential part of everyday life all over the world (Nalwa & Anand, 2003) and its use increases especially among young people. In spite of the widely perceived merits of this tool, psychologists and educators have been aware of the negative impacts of its use, especially the over or misuse and the related physical and psychological problems (Greenfield, 2000). Internet provides a quick and easy way to get the information needed and to communicate with people. However, in addition to these facilities, loss of the control over the use of internet may adversely affect daily activities, emotional status and communication among family members. Loss of control over the use of internet may also be called excessive internet use, pathological internet use, problematic internet use and internet addiction. Internet addiction is characterised by preoccupation with the use of the internet, repetitive thoughts about limiting and controlling the use of the internet, failure to control the desire of access to the internet, continuous use of the internet despite the impairments at various levels of functionality, spending gradually increasing periods of time on the internet,

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seeking use of the internet in the case of inability to access, and uncontrolled desire to get access to the internet. As is in other addictions, internet addiction is also a major health problem during puberty which is characterised by continuing mental and motor development. The individuals are emotionally and socially highly fragile in this period. Internet has the potential to cause social isolation and hinder development of social interaction skills required for real life situations. The Internet is a modern communication tool, which basically can change and makes easier the ways of communication between people, it eliminates geographical barriers and shortens real distances. It serves as an inexhaustible source of information and knowledge about everything that people can look for. It represents an extremely rich source of information of various kinds, forms, content, veracity, prices and quality. Based on the viewpoint of relationship between using the Internet and users' psychological behaviors, the addicts often feel lonely, tend to play violent games, and have a high tendency to suffer from depression. Several studies have reviewed the relationship among the Internet addiction and adolescents' psychological characteristics including depression. The authors report that there are a number of emotional factors which may be related to college students' internet addiction (Kandell, 1998). Among these factors the most remarkable are depression.

It can be considered as the biggest market of goods, information and services. (Zaeok, and Zaekova, 2008). With the number of Internet users increasing, more and more studies had been conducted with regard to the excessive use of the Internet. A small percentage of the online population have reported problems such as neglect of academic responsibility, work, domestic responsibilities, disruption of relationships, social isolation, and financial problems due to their Internet use. There are noticeable differences between normal internet usage and addicted / problematic internet usage (Aboujaoude, 2010). Normal users of internet use this technology for their daily needs and/or other necessities within reason (Kesici and Sahin, 2009), they can control themselves while using it (Davis, 2000), and they show normal behaviors when they don't have access to internet (DiNicola, 2004).

REVIEW OF LITERATURE

Internet is being widely used all around the world. The number of users is increasing day by day. Previous studies perceived the internet as having an overall negative effect on their daily lives and a break in the individual's psychological wellbeing. These studies defined wellbeing in the concept of mental illness and distress such loneliness and depression (Whang, Lee, & Chang, 2003); current mental health treatments and behavioral difficulties (Mannell, Zuzanek, & Aronson, 2013); impulsivity, sensation and novelty-seeking, social isolation (Young & Roger, 1998) and sometimes enhanced levels of aggression (Chou, Condrón, & Belland, 2005). Chou and Hsiao (2000) investigated students' self-assessment of their Internet use and its impact on their lives. They found that those deemed Internet addicts reported more negative consequences on their studies and daily routines than did those deemed non-addicts. It is characterized by excessive and poorly controlled preoccupation or behaviors regarding the computer use and internet access that's lead to disorder (Martha, 2008). There are different types of internet addiction; web surfer, pornography, chatting and video games characterized by dry eyes,

headache, sleep disturbance, neglect of family, problems with school or job etc.(ASAM, 2012). The people addicted to internet face physical side effects like sleep disturbance, back strain, eye strain, etc. Such persons also experiences family, academic and social problems (ASAM, 2012). A few empirical studies have examined the stereotype of the excessive Internet user—males in their late teens, as discussed in Griffiths (1998). Scherer (1997) reported that dependent Internet users included a significantly larger proportion of men to women (71% men and 29% women, respectively). Similar results were reported by Morahan-Martin and Schumacher (2000) that males were more likely to be pathological internet users than females.

There is also found a significant relationship between anxiety and depression in childhood with internet addiction in adolescent. Clinicians should consider depression during childhood to prevent internet addiction (Cho & shin, 2013). Job engagement of mothers was significantly associated with students' internet addiction, and the least rate of addiction was observed when the mother was a housewife (Ahmadi, 2014). Several studies have reported gender differences in internet usage. Studies indicate that the use of computers and the internet differs between men and women. Weiser (2000) gave an extensive review and executed a study on gender differences in internet use patterns and internet application preferences in a sample of 1190 surveys. He concluded that there were numerous gender differences in preferences for specific Internet applications. Results had shown that men use the internet mainly for purposes related to entertainment and leisure, whereas women use it primarily for interpersonal communication and educational assistance. Male students are generally considered more experienced in programming and computer games than females. Also male students report having had more encouragement from parents and friends previously, in contrast to women, who might have been discouraged from using modern technologies (Busch, 1995). Papastergiou and Solomonidou (2005) mention that boys have more opportunities to access the Internet and use the Internet for entertainment and Web page creation than girls do, with no other differences in other activities.

HYPOTHESES

- Male and female students will differ significantly in internet addiction
- Internet addiction and depression will be positively related

Sample

The sample of the study is selected from different schools of Ranchi. There were 100 male and 100 female respondents of the age group 14 to 17 years. All of these belong to middle socio-economic status.

Tools

- **Young's Internet Addiction Test (IAT)** - This was adapted to evaluate the respondents' level of internet addiction. It consists of 20 questions wherein each item is scored using a five-point Likert scale. It covers the degree to which internet use affect daily routine, social life, productivity, sleeping pattern and feeling. The instrument has exhibited good psychometric

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properties in previous researches. The marking for this questionnaire ranges from 20-100, the higher the marks the greater dependence on the internet is. It is evaluated as: 20 to 49 - normal internet users, 50 to 69 - addicted internet users and 70 to 100 - severely addicted internet users.

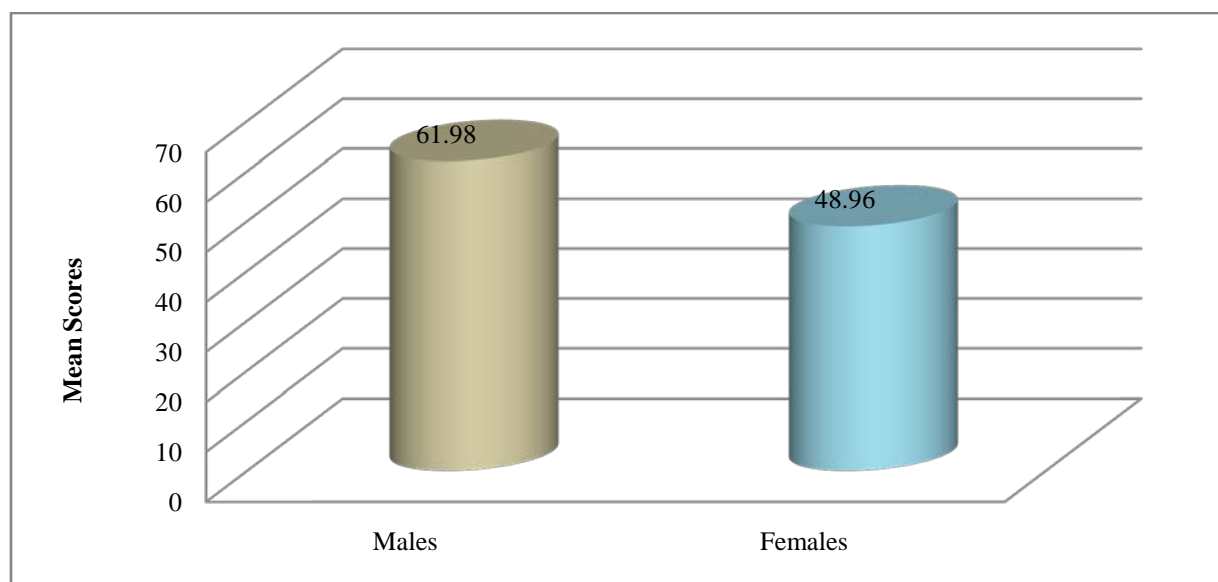
- **Beck Depression Inventory (BDI, 1961)** - BDI is a self-report measure of depression, consisting of 21 items that assess the severity of affective, behavioural, cognitive and somatic symptoms of depression. Each item is scored on a 3 – point scale. It comprised of 20 items as its one item having sexual connotation was dropped, so score range of BDI is 0-60 and construct validity is 0.84.

RESULT AND DISCUSSION

Table-1 Mean scores of boys and girls group on internet addiction.

Groups	N	Mean	SDs	MD	t	P value
Males	100	61.98	16.92	13.02	5.92	0.01
Females	100	48.96	14.18			

Figure 1: Mean scores of male and female on internet addiction.



According to the table – 1 and figure – 1

Males are found to be more addicted to the internet than females. As expected, male adolescents were found to have higher levels of internet addiction as compared to their female counterpart. It may be because of comparatively easy excess to internet of male students than female students. Hence, the hypothesis male and female students will differ significantly in internet addiction was accepted. This provides support to the findings of Sato (2009) and Beutel (2011) utilizing teenage population for the comparison on gender difference on internet

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addiction. Scherer (1997) suggested that dependent internet users included a large proportion of men as compared to women.

Table-2 Relationship between Internet addiction and Depression

(N=200)

	Depression	P value
Internet addiction	.58741	Significant at 0.01

When Table 2 was examined, it was seen that there were significant correlations between internet addiction and depression. The aim of this study was to investigate the relationships between internet addiction and depression. This finding suggests that higher levels of internet use are associated with higher level of depression. The exact cause of the relationship between depression and internet addiction is not known. Perhaps depression, as a mental impairment, predisposes the individual to suffer from the Internet addiction. Some people use internet in order to reduce their depression so that Internet may provide an alternative to a life without joy for depressed ones. Similarly, depression may occur as a result of internet addiction, it means that people who are addicted to the internet, experience the negative consequences such as depression, and this subject requires further studies.

CONCLUSION

- Male students were found more internet addicted than female students.
- Internet addiction and depression were positively related.

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Role of Education on Spiritual Intelligence between Science and Arts Undergraduate Students

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ABSTRACT

Intelligence plus character is the goal of true education (Martin Luther King, Jr.). Education must also guide one for fast, firm and successful thinking. Educational achievement is associated with many life outcomes, including income, occupation and many health and way of life variables. A great majority of the so-called educated people do not think logically and logically. Even the press, the classroom, the platform, and the stage in many instances do not give us objective and unbiased truths. Vaughan (2002) states that Working as a psychotherapist, my thought is that spiritual intelligence opens the heart, illuminates the mind, and inspires the soul, connecting the individual human psyche to the underlying ground of being. Spiritual intelligence can be developed with practice and can help a person discriminate actuality from illusion. In this situation an attempt was made to ascertain the role of education on spiritual intelligence between science and arts undergraduate students. For this purpose we selected 80 students randomly from the faculty of science and faculty of arts in A.M.U. to meet the objectives and have a better idea and analysis to understand the student's behaviour. We applied the spiritual intelligence self-report inventory developed by D. King in 2008. We analysed data with the help of t- test. The obtained results revealed that the students of arts are more spiritual as compared to students of science. We have found the insignificant difference between both the groups on holy intelligence level.

Keywords: *Education, Spiritual intelligence.*

Learning is a life-long method by which an individual adapts himself/herself gradually and stylishly to the available bodily, academic, touching, communal and religious environments. Therefore, to carry out the process of education, teachers "as well as students" all round development should also be considered sincerely. Education is usual to provide ways and means for achieving the progress of body, intelligence and strength. The main director for this change is

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the teacher. So teachers are to be emotionally and spiritually mature enough to deal with the affecting and spiritual requirements of the students. During the pre-service agenda itself, the student-teachers need to be showing to emotional and spiritual development programme. Teachers do influence the character of students. Their emotional, logical, social and spiritual realms have profound influence on the development of children. Only teachers who are spiritually intelligent can encourage the development of students. Estimate of the important educational aspects is a basis for valuating educational institutes (Leenaars and Laster, 2006).

Educational getting estimation can be considered as one of the most important educational evaluations. Continuous evaluation of the students' educational achievement during their academic stage and analytical its efficient factors is one of the crucial and predictable bases of educational system improvement especially in the universities. It plays a prompting educational quality, and at last correcting and improving academic managers' efficiency (Bakhtiarpor, 2009). Students' academic performance in different fields, levels, and universities is educational factors. Determining appropriate criterions and factors is one of the potential research areas. Furnham, Chamorro, and Premuzic (2004), Gange and St Pere (2002), Lubinski (2004), Vigil are the authors who are active in this field. The scores of intelligence and academic achievement are one of the important measures that have been used as indicators for predicting students' future conditions by several authors (Gange and St Pere, 2002).

Intelligence is one of the main characteristics that results in individual differences among peoples. This has been attended by humans from many years ago (Bakhtiarpor, 2009). Even if study about intelligence has focused on its cognitive aspects such as memory, problem emotional, social, and spiritual ability have been attended by authors. On the other hand, it can be used for predicting individual abilities for achievement. Wiggles Worth (2004) introduced four types of intelligence including physical, cognitive, emotional, and spiritual intelligences. He believes that the child find control on his body in the beginning of his life. In other words firstattention of mankind is his physical intelligence and then his linguistic and perceptual skills will be developed. Intelligence measure refers to the analysis capability that can be used in many educational activities. When an individual seeks to develop his/her relationship with others, emotional intelligence will be introduced (Golman, 2000). With regard to the emotions and their proper application in the human relations, some issues have been introduced as emotional intelligence such as understanding self and others' personality, continence and authority on the instant expectations, empathy, positive use of the emotions in thoughts and cognition (Kooker, Shoultz, and Codier, 2007). With regard to different levels of intelligence it can be concluded that these levels have especial interaction witheach other. However, beginning of the spiritual intelligence and its positive feedback results in improving emotional intelligence skills and spiritual intelligence (Samadi, 2006).

SIGNIFICANCE OF THE STUDY

Today education plays a vital role in society. The purpose of this study is to highlight the importance of spiritual intelligence and its education on students. This paper will examine Role of education on spiritual intelligence between science and arts undergraduate students. In this research we have tried to recognize that at what extent and students' education related to spiritual intelligence.

LITERATURE REVIEW

Education

Education is a process, which plays an important role in the natural and orderly uplifting of an individual, Fred, A. The major goal of education is holistic uplifting of students development. Educators are the core figure in the educational process which contributes to making individuals a prosperous successful individual. Educators should make differences¹. It is the educator who brings together the most invaluable materials i.e. boys and girls in their most flourishing effectively inspiring era of uplifting and development in the required forms. A fine educator is the necessity of the class and school. A nice educator rekindles a student's desire to learn; a valuable educator impresses that rekindle to make a fire that flames out for good. Educators must have the vital skills, personality character traits and conducts that students grasp to impact their motivation and inclining for learning. Since it is the educator's duty to relate with each student to nourish the passion, affection, desire and excitement to learn but with passing times top priorities and policies of educators have changed, it's not, just like attending classroom and delivering the lecture. They try to do their best to achieve the best in their lives. They also attempt to excel in their professional lives but in professional uplifting, spiritual intelligence as mentioned plays a significant part.

Spiritual intelligence

Spirituality is one of the inner needs of the human, which exists within the spirit, mind and in various religions. In fact, spirituality is the need of going away from us in the day-to-day life and becoming combined with another life other than ourselves. Progress and development of the science of psychology on the one part, and the difficult nature of the modern societies on the other part have caused the spiritual needs of the human-being to become more important, even more than the material needs. In reality, the spirituality is an eminent sense, which increases the human's interest and attitude of looking for justice and fairness, and causes him to create concord and affection with himself and the world. In the current decades, religious psychology and study on the theoretical subjects may be taken into the thought of the psychologists. Nowadays, the scientists have discovered that the general intelligence and even the emotional intelligence (emotional quotient) may not meet all needs of the human, but there is need for a 3rd factor, which is called Spiritual Intelligence. From the point of view of Emrem, spiritual intelligence includes the powers of operation and application, means of capabilities, values and the spiritual characteristics of the person in line with action and well-being in daily life. From the

point of view of King, Spiritual Intelligence includes 4 components of existential thought, generation of personal meaning, growth of good sense and rising awareness. In general, Spiritual Intelligence combines the concepts of spirituality and intelligence in a new idea, and so, is a kind of intelligence which gives entirety and unity, and includes various methods, which may link the inner and spiritual life with the outer life, and at the end, may cause happiness and betterment of the living excellence. Vaughan (2003) has defined spirituality as a constant effort of human beings to answer the questions of life. Spirituality is one of inner needs of human beings. Some of the researchers consider it a guarantee of highest levels for cognitive, moral, emotional, and individual growth and stable effort of human beings to answer the question of life. In other words, best use of creativity and curiosity to find the active reasons related to survival and living and as a result growth and evolution constitutes an important part of spirituality (Shahidi, 2000).

Importance of Spiritual intelligence in education to promote Innovators

Education Spiritual Intelligence Innovator the teacher is supposed to be the main pillar in building a nation. It is the duty of the teacher to strengthen the new generation and to prepare the citizens to face boldly the present age of science and technology. Education for promoting relevant emotions needs to be recognized as an essential element of the educational process in the classroom since they strengthen the provided information, knowledge & wisdom and direct attention and facilitate the attainment of goals. Only teachers who are spiritually intelligent can promote the spirituality of students. Teachers should be in a position to accept the scriptural view of the modern age as a challenge for new millennium, by thoroughly clarifying the value system. If the teacher is spiritually intelligent, s/he can manage the spiritual traits of his/her students in order to provide fair environment in the classroom. Sense of identity, empathy, sympathy, suspicion, motivation, alertness, social skills, mercy, reconciliation, loyalty is some of the major components of spiritual intelligence. All these aspects are very much needed for the development (as a process or course of change) of appropriate qualities among students and hence among their teachers too.

OBJECTIVES OF THE STUDY-

There are following objectives of the present research.

1. To ascertain the role of education on spiritual intelligence among students.
2. To find out the difference between science and non-science students on spiritual intelligence.
3. To ascertain whether the students of different stream have different spiritual intelligence.

NULL HYPOTHESIS

1. There is no significance difference between science and non-science students on spiritual intelligence.

METHODOLOGY

Research methodology involves the systematic procedure adopted in carrying the study by the researcher from initiation to its final conclusion.

Participants

For the current research, we selected 40 students from the faculty of science and 40 students from the other stream randomly to obtain data from Aligarh Muslim University.

Tool

For current research, we used the spiritual intelligence self-report inventory (SISRI-24) developed by D. King in 2008. This scale contains 24 items divided into four categories critical existential thinking (CET), personal meaning production (PMP), transcendence awareness (TA) and conscious state expansion (CSE). Split half reliability of this scale is .92 and validity has been found satisfactory.

Procedure

We took the students from the campus into the confidence and established good rapport with them. We gave instructions related to the scale to all the subjects individually. We applied inventory on all the participants to obtain data and collected inventories to data analysis. We have found result with the help of t-test to establish the difference between both the subjects group.

Table represents the difference between science and non-science students on spiritual intelligence by t-test

Groups	Variable	number	df	Mean value	S.D.	t-value	Sig
Science students	Spiritual intelligence	40	39	60.02	8.55	1.23	.22
Non science students		40		63.10	11.71		

The above table shows that both the group of students have higher spiritual intelligence as it can be seen through the mean value which is 60.02 for science students and 63.10 for non-science students but non science students have higher spiritual intelligence in comparison to non-science students. The t value (1.23) reveals that there is no significant difference between both groups. It may be due to the some educational and religious environment. It is suggested that the same study be carried out on other groups (students, teachers, university students of other universities). In line with this study, broader studies with the use of more varied tools and

differentiating between years of study and fields of study can help the generalizability of this study. Although using survey for data collection is a proper explanation, using more purpose tools such as interviews can add to the strength of such studies.

IMPLICATIONS

To enhance the level of spiritual intelligence students should listen stories to build up their trust towards god, improves knowledge of god. Tell them to read scriptures of various religions with regard to the concept of god and religiosity. Some meditational activities also prove useful for them. Show some pictures of famous people, present poem, read some of the salient features of Biographies to clear the concepts of conviction, commitment and character. Students should create a great “break spot” where students want to gather. This facilitates the informal communication that results in improved work and mental health and quality of life as it was found in the study of Moalemi reported by Nikbakht ASL (2010) concluded there is positive the correlation between spiritual intelligence and mental health. Between spiritual intelligence with dysfunctional thoughts exists negative relationship and there is a negative relationship between dysfunctional thoughts with mental health and spiritual intelligence.

We are not human beings having a spiritual experience; we are spiritual beings having a human experience.

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Attitude of Parents towards Sex Education

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ABSTRACT

The value of sex education for teenagers has been emphasized by social activists, psychologists and social scientists so that they may not become a victim of Sexually Transmitted Diseases such as HIV/AIDS, sexuality related complications and to eradicate social evils such as eve-teasing, sexual harassment and also to help the young people gain knowledge on the ability to protect themselves from sexual exploitation and threats. The purpose of this study is to measure the attitude of parents of teenagers aged 13-19 years towards sex education. Thirty parents of teenagers from the metropolitan city of Hyderabad were included in the sample. Purposive sampling method was used for this research. Attitude Scale towards Sex Education developed by Dr. Usha Mishra (2008) was used to measure the attitude of parents of teenagers. The results show that the parents of today's teenagers have a positive or a high attitude towards sex education thus supporting the hypothesis and contradicting the earlier studies. The mean difference between fathers and mothers is not noted to be very high and the t-ratio obtained is 0.448 which is not statistically significant. This shows that there is not much of gender variation in the attitude towards sex education. Since the present study contradicts the earlier studies, it comes out with a proposal stating that more studies could be established on a wider level to support the change in attitude of parents towards sex education over decades. Also, the government could make use of the change in parents' attitudes and come up with policies for involving formal Sex Education in the educational institutions.

Keywords: *Attitude, Parents, Sex Education*

Human sexual behavior in India has been influenced by different attitudes and opinions over time. India pioneered the use and application of sex education through art and literature although it has not been formally applied by the government in the academic curriculum of a majority of educational institutions and has also been objected by the parents of teenagers in the past. Sex education is a broad term used to describe education about human anatomy which includes a sex organ or any other body parts which are involved in sexual reproduction. It also seeks to impart basic education on sexual intercourse, reproductive health, emotional relations,

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reproduction rights, use of contraceptives, menstruation, pregnancy and other aspects of human sexual behavior. Not only this, sex education also plays a vital role in spreading awareness on abortion and Sexually Transmitted Diseases. However, sex education may differ from state to state, country to country depending on the norms laid down by the society.

High school students and adolescents have a right to obtain information on various aspects of sex education at the right time, as sex education is more than just knowing about sexual intercourse. It is to be imparted in such a way that it helps youngsters to incorporate sex more meaningfully into the present and the future. It may either be imparted informally through books, magazines, media and websites or formally through sex education classes in schools and educational institutions. It has widely been accepted that some kind of planned sex education is necessary. Considering the Indian scenario, most of the schools offer no sex education since it remains to be a highly controversial issue especially with respect to the right age at which the children should receive such kind of information and also the methods in which such information is passed to them. Wilhelm Reich commented that sex education of his time was a work of deception, focusing on biology while concealing excitement-arousal, which is what a pubescent individual, is mostly interested in. He added that this emphasis obscures what he believed to be a basic psychological principle that all worries and difficulties originate from unsatisfied sexual impulses (Sophie Borland, 2007).

A study done by Libby (1970) on Parental Attitudes toward High School Sex Education Programs indicated that majority of parents approved sex education although, contradictions were noted. Parents wanted sex education to be taught in the context of God, marriage and parenthood. Oiekh (1981) blamed emotional rather than logical approaches to the evaluation of the need for teaching of sex education, for the controversy that has inundated the institutionalization of the program in most parts of the world. In a survey conducted by Hovell (1994) on Family Influences on Adolescents Sexual Behavior, revealed that conservative maternal attitudes about sex, delay the development of an individual or sexual behavior.

Another study done by Shetty.P, Kowli.S and Patil.V (1999) pointed out that the mothers were reluctant to talk about sex education to their daughters. Although, the mothers perceived that girls should talk only about menstruation and it is necessary for the girls to be aware of intercourse or other important aspects pertaining to sex education. The mothers found it embarrassing to discuss on such issues with their daughters. Dialard.C (2001) pointed out on a significant change of attitudes of parents towards sex education to their children. With the beginning of the 21st century, the attitude of parents has shifted from negative to positive. Most parents (65%) believe that sex education should be imparted on the grounds that it should encourage young people to use birth control and practice safe sex once they become sexually active.

A recent study by Mahajan.P and Sharma.N (2005) said that it is ironical that while sex plays an important role in India, parents, teachers and significant others hardly play any role in imparting proper information to the youngsters. There is a strong need to provide appropriate

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information to adolescents which is often opposed by parents who fear that imparting sex education would lead to experimentation with sex.

The above studies reflect the Attitude of Parents towards Sex Education. However, the studies result in a low or a moderate attitude towards sex education. This kind of attitude has prevailed for decades in the Indian society. Parents find it unnecessary for their children to learn or know more about sexual intercourse and reproduction. It is still considered to be a taboo from the society's point of view. However, they overlook the fact that it is very important for the young adolescents to know about the various changes that take place as it is in their teenage that they are more inclined towards sexual activities. Teenage is a crucial phase of life. Lack of sufficient knowledge could lead to unwanted pregnancies, abortions and STD's. Teenagers who find it difficult to discuss upon such topics with their parents make use of sources such as movies, internet, books etc. to know more about it. These sources may not give a clear idea and the teenagers may receive improper knowledge on the topic which may lead to emotional disturbances. Hence, it is better if they receive proper information through formal Sex Education programs in schools, colleges and proper guidance from parents or significant others. The existence of AIDS has given a new sense of urgency to the topic of Sex Education. Since the policies recommending Sex Education have been opposed by a majority of parents earlier, especially in the developing countries, it is important to have some epidemiological data pertaining to the attitudes of parents towards Sex Education to show the shift of their attitudes from negative to positive. The present study is a modest attempt to explore the attitude of parents of today's teenagers.

AIMS AND OBJECTIVES :

1. To study the attitude of parents of teenagers towards Sex Education.
2. To identify whether there is any difference in the attitude of mothers and fathers.

HYPOTHESES :

1. The attitude of parents of teenagers (13-19 years) is high towards Sex Education.
2. There may be a difference between the attitude of mothers and fathers.

METHODOLOGY

- Research Design: The present study adopts descriptive research design which involves collecting data and testing hypothesis concerning to the current status of the subject of study. In the present study, information is gathered regarding the existing attitude of parents towards Sex Education.
- Sample: The sample consisted of 60 parents whose children fall in the age group of 13-19 years. The study was conducted in a metropolitan city of India. 30 mothers and 30 fathers of teenagers were taken to study their attitude towards Sex Education. For this research,

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purposive sampling technique which comes under the broader section of Non Probability sampling method was used.

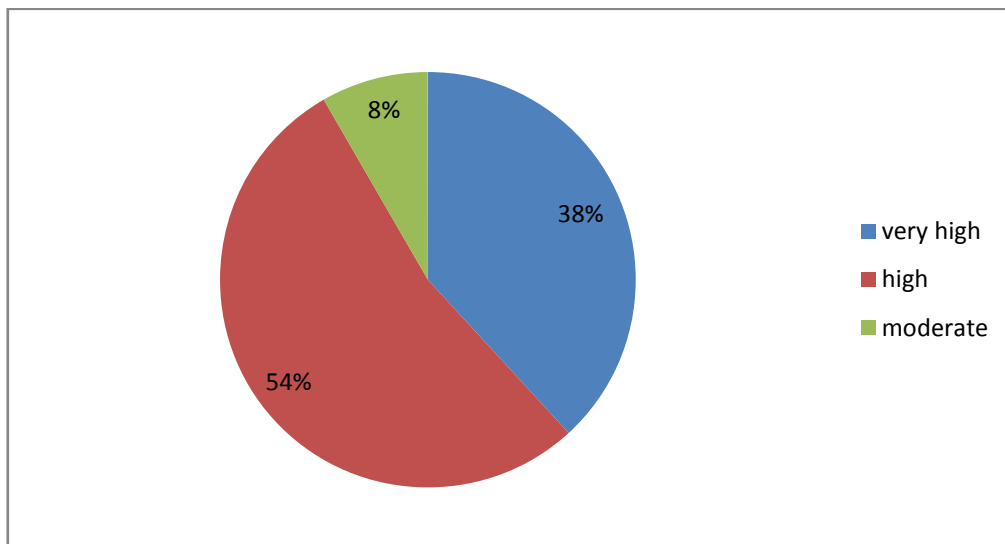
- Tools: The questionnaire on Attitude Scale towards Sex Education developed by Dr. Usha Mishra (2008) was used. The scale consists of 32 items in which 16 items are of positive attitude and 16 items are of negative attitude. The scale used is standardized and has been checked on its reliability which was computed by Spearman Brown Prophecy formula and the value found is 0.86. The items on the scale have been critically examined by 25 experts and their opinion confirmed that it has context and face validity.
- Data analysis: For analyzing the data, the descriptive statistics; percentage and means and the inferential statistics; t-ratio was used.

RESULTS

- Table 1 represents the attitude of parents towards Sex Education in percentage.

Interpretation	Percentage
Very high	38.33%
High	53.33%
Moderate	8.33%
Low	-
Very low	-

- Figure 1 represents the attitude of parents towards Sex Education in the form of a pie diagram.

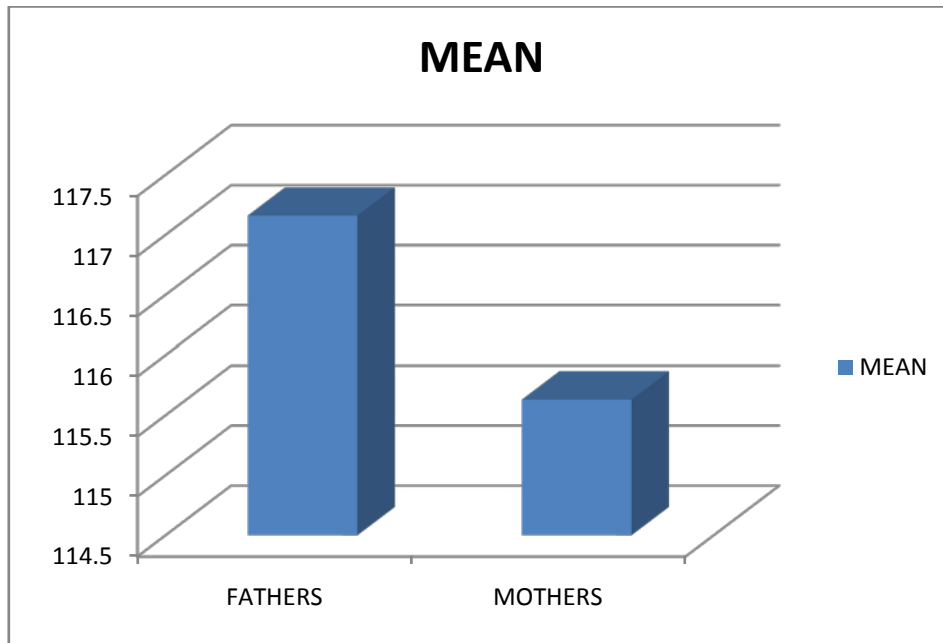


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- Table 2 indicating the means and the t-ratio.

Number – 30	Fathers	Mothers	t-ratio	p value
Mean	117.16	115.63	0.448	< 0.05
S.D	12.20	13.73		

- Figure 2 represents the means of fathers and mothers in the form of a bar diagram.



DISCUSSION

The findings from the study show that the attitude of parents of teenagers is positive towards Sex Education. 38.33% of the sample has a very high attitude, 53.33% records for a high attitude and the rest 8.33% for moderate attitude as indicated in table 1. None of the participants fall under the low or the very low attitude category thus supporting the first hypothesis that attitude of parents of teenagers is positive towards Sex Education.

When the mothers and fathers scores are compared, the fathers' attitude is noted to be slightly higher than that of the mothers. Fathers mean being 117.16 and mothers mean being 115.63 and the mean difference being 1.53 indicates that there is no significant gender variation although both the genders have a significantly high attitude towards Sex Education. The t-ratio being 0.448 is not significant. Though the difference is minimal, it still supports that fathers have a high attitude than mothers but it is not statistically significant.

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The present study comes with a proposal stating that more studies could be done on a wider level using Probability Sampling technique to strengthen the findings of the present study and to support the change in the attitude of parents towards Sex Education. Such findings can motivate the governmental and non governmental agencies working towards the institutionalization of Sex Education, to come up with long lasting policies and awareness campaigns.

SUMMARY AND CONCLUSION

The results of the present study show that the parents of today's teenagers have a high attitude towards Sex Education with no significant gender variation. This shows that parents have become more open to issues like Sex Education and its various aspects. More studies could be done in this area to support the findings of the present study.

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Body Shape Dissatisfaction and Overweight Noesis among Polytechnic College students in Puducherry- A Cross Sectional Study

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ABSTRACT

The prevalence of obesity has doubled since 1980 worldwide. With the changing dietary and life style habits, overweight and obesity have become a threat globally. As on 2011, more than 40 million children worldwide are overweight and more than 30 million of them are living in developing countries. Body image perception of an individual plays a major role in determining the diet and lifestyle modification to alter their body shape. **Materials and methods:** The study was carried out among 1034 polytechnic college students in Puducherry aged 15-25 years as a cross sectional study. Stunkard's visual figures scale was used to measure Body Shape Dissatisfaction. **Statistical analysis:** Chi-square test was used to test the statistical significance in difference between proportions, p value < 0.05 was considered statistically significant. **Results:** The prevalence of Body Shape Dissatisfaction in our study subjects was found to be 62.2%. More female students wanted a thinner body shape while more male students wanted a bigger body shape than their current body shape. 45.3% of the students with normal BMI were satisfied with their current body shape, 26% of them wanted a bigger shape and 28.7% of the students wanted to have a thinner shape. **Conclusions:** The prevalence of BSD was considerably high in our study population. Body shape misconception might lead to unnecessary weight reduction measures and students tend to follow unhealthy methods for weight reduction. Proactive preventive measures could be initiated targeting towards weight management and dietary practices of college students.

Keywords: *Overweight, Body Shape Dissatisfaction, Weight Perceptions*

Background

The changing dietary and life style habits made overweight and obesity to become a threat globally and the prevalence of obesity has doubled since 1980 worldwide. Overweight and obesity being the fifth leading risk factor for all deaths globally, nearly 2.8 million adults die

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each year due to overweight or obesity. As on 2011, more than 40 million children worldwide are overweight and more than 30 million of them are habitants in developing countries (Obesity and overweight, 2014). Overweight and obesity are considered to be the major risk factors for the development of Non-Communicable diseases and the risk increases with increase in BMI (Body Mass Index)(Obesity and overweight, 2014). Thus obesity has currently evolved as an important public health problem in both developing and developed countries. This increase in the prevalence of overweight and obesity was attributed to urbanization, changing dietary habits and reduced physical activity(Miranda & Smeeth, 2011; Popkin, 2004). Being an individual risk factor for developing Non-Communicable Diseases overweight should be prevented early. Body image perception is the feeling or thought about a person about his own body. Body image perception of an individual plays a major role in determining the diet and lifestyle modification to alter their body shape(Grogan, 2006). Often in India it is believed and commonly perceived that overweight individuals are healthy and well-nourished while thin and slim individuals are considered under nourished. Body image and Body Shape Dissatisfaction (BSD) may also influence the unhealthy eating behaviours, restricted dieting, binge eating and self-induced vomiting(Levine, 2004). Concern about body image and Body shape dissatisfaction are also correlated with low self-esteem and depression (Cafri, 2005). Nearly 50 to 80% of the children who are obese continue to be overweight or obese even in their adult hood period. Similarly eating disorders tend to appear immediately after puberty or during the late adolescent period which might continue during the adulthood also. This study aims at measuring the prevalence and pattern of Body shape Dissatisfaction among polytechnic college students in Puducherry.

MATERIALS AND METHODS:

The present study was carried out as a cross sectional study, among the polytechnic college students in Puducherry, a Union territory in South India. Two polytechnic colleges were selected among the four colleges in Pondicherry and all the available students in the colleges aged 15 to 25 years, during our visit were included in the study. The students were residents from both urban and rural regions of Puducherry. A structured and pretested questionnaire with Socio-demographic details, perception of their current weight, perceptions regarding overweight and obesity and Stunkard's visual figures scale was used. The Stunkard's scale consisted of 9 model body figure silhouettes ranging from a very thin shape to bigger shapes, for boys and girls separately(Figure 1). Students were asked to mark their current body shape and their desired body shape in the visual figures scale; when there is a difference between the current body shape and desired body shape the student is considered to be dissatisfied with his/her body shape. When the difference between current body shape and desired body shape was more than one then the student was considered to be extremely dissatisfied with his/her body shape. The study was conducted during September to November 2013. With the prevalence of Body Shape Dissatisfaction taken as 33% from a study done in Mangalore, India(Goswami et al., 2007) relative precision of 10% and alpha error of 5% the minimum required sample size was calculated to be 813. However all the 1034 students from both the colleges were included

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and three subsequent visits were made on consequent days to include maximum number of students. The benefits and implications of study were explained to all the participants and their voluntary written informed consent/assent was obtained from the participants before the interview. Students who did not consent for examination and interview were excluded from the study.

Procedure: Data collection was done by the trained interviewers, after which height and weight was measured for the students. Stadiometer was used for measuring height and standard dial type weighing machine was used to measure weight. Height was rounded off to the nearest cm and weight was rounded off to the nearest Kilogram. International WHO classification of BMI was used to categorise students aged above 18 years, while for adolescents age and gender specific BMI was calculated using WHO Anthroplus software and categorised accordingly. For the purpose of easy interpretation and comparison overweight and obesity as per the BMI are grouped together and represented as Overweight in our study. **Statistical analysis:** Chi-square test was used to test the statistical significance in difference between proportions, p value < 0.05 was considered statistically significant. Data analysis was done using SPSS version 21 software.

RESULTS:

Using the Stunkard's visual figure scale the prevalence of Body Shape Dissatisfaction (BSD) in our study subjects was found to be 62.2% (95% CI = 59.24% - 65.16%). Of those who are dissatisfied with their body shapes, 56% of them wanted a bigger shape and 44% wanted a slimmer shape. Nearly 5.2% of the students were extremely dissatisfied with their current body shape and more proportion of males were extremely dissatisfied when compared to females. Proportion of students who wanted a thinner body shape was more in case of females while more male students wanted a bigger body shape than their current body shape. (Table 1)

The mean age of the study participants was 18.44 years. The prevalence of BSD was high among adolescent (64.8%) when compared to adult students (58.8%) and more adolescents wanted to have a thinner body shape when compared to adults. The prevalence of overweight or obesity was almost similar among students aged ≤ 18 (13.2%) and >18 (13.3%). However underweight was slightly more among the students aged ≤ 18 when compared to the other group of students. BSD was more prevalent among the younger students (≤ 18), than the students aged above 18 years. (Table 2)

Only 45.3% of the students with normal BMI were satisfied with their current body shape, 26% of them wanted a bigger shape and 28.7% of the students wanted to have a thinner shape. Almost 42 students who were already underweight still wanted to have a much thinner body shape, who represented 10% of the underweight individuals. Similarly, 8% (11) wanted a bigger body shape even though they are already overweight or obese. 21.8% of our study participants perceived that they are overweight for their current age and height and 1% of them had no idea about it. Nearly 4.3% of the underweight individuals felt that they are overweight

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and 25.5% of the students who are overweight or obese did not feel that they are actually overweight. With regard to the current plan about weight management of the students, 20.8% of the study subjects wanted to reduce their weight and 22.5% wanted to increase their current weight. Despite being underweight 4.8% of the students still wanted to reduce their weight and 3 students who are overweight reported that they want to increase their current weight. 29% of the students wanted to maintain their current weight and body shape while 22.5% wanted to do nothing regarding their weight. Nearly one quarter of our study participants have ever attempted for weight reduction. (Table 3)

Almost 76%(190) of the students who have ever tried for any weight modification methods were by using dietary modifications and 27.3% of them reported they also followed some sort of exercise or physical activity to reduce their weight. Two of the students reported that they have used weight control pills in order to reduce their weight. Among those who have tried to reduce their weight 55.8% of them reduced their quantity of meals and 51.8% of them skipped any of their meals so as to reduce their weight. Surprisingly 14.1% of them have been on fasting for more than 24 hours to achieve weight reduction. Nearly half (52%) of the students checked their weight once in a period of more than 6 months. Only 29% of the study subjects perceived their weight correctly as of their actual weight with a marginal error of 1 Kg. Maximum number of the students (61.5%) overestimated their weight and 9.5% underestimated their actual weight.

DISCUSSION:

In the present study the prevalence of BSD was found to be 62.2% and it was more among adolescents. The overall prevalence of overweight was found to be 13.25% and BSD was more prevalent among the overweight individuals. Studies and research regarding Body Image perception and Body Shape Dissatisfaction has gained more importance in the past decade, especially in the developed part of the world. By contrast there were only a very few studies in the developing world, including India. Body image is a multidimensional dynamic construct that involves internal biological and psychological factors as well as external cultural and social determinants (Geller et al., 2000). Several scales has been used for measuring BSD and Body image perception among different studies, hence the prevalence of BSD varied a lot between the studies and it was not comparable with our study results. To our knowledge from literature search there were no studies in India with Stunkard's scale for measuring Body Shape Dissatisfaction. Also very few studies were conducted India with respect to Body Image/Shape Dissatisfaction or perception. Most studies were among females and of small sample size.

Racial or ethnic differences in weight perception have been reported, in which Caucasians were found to be more likely to perceive themselves as overweight than African-Americans (Martin et al., 2010; Wang et al., 2009). A study done in Uttar Pradesh among adolescent girls showed 26.6% of them were dissatisfied with their body image and it was more among urban girls in comparison to girls from rural areas (Dixit et al., 2011). In a study by Swaminathan et al done in

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Karnataka, South India among school children reported that 73% of overweight, 35% of normal weight and 22% of under-weight children attempted to reduce weight which was similar to our study results (71.5%, 23.5% and 9.1%). Perception of weight status was associated with weight loss attempts (Swaminathan et al., 2013). In Delhi study (Stigler et al., 2011), nearly 50% of overweight/obese youth had body dissatisfaction, while one-quarter of the non-overweight youth felt the same; among overweight/obese youth, girls were more likely than boys to perceive themselves as overweight ($p=0.047$) and to have low body satisfaction ($p=0.052$).

The prevalence of overweight and obesity among female medical college students of age 18 to 23 at Mangalore, South India was 11% and 33% were unsatisfied with their current body shape. 20% of the students attempted to reduce weight and 28.6% skipped their meals to reduce weight (Priya et al., 2010). Most of the above study results were similar to our study results except for prevalence of Body image perception, since different scales were used. (Goswami et al., 2010) study on Body Image satisfaction among female college students which reported that 13.54% were dissatisfied with their body shape. However the above study also used a different scale to measure body shape dissatisfaction. According to the results of the study 11.54% of the girls were overweight or obese.

Among the studies conducted in different parts of the world, using various scales and different methodology the level of body image or shape dissatisfaction were 73.3% (USA) (Kelly et al., 2005), 69% (Europe) (McElhone et al., 1999), 56% (Norway) (Meland et al., 2007), 50% (Taiwan) (Wong et al., 1999) and 33% (China) (Luo, Parish, & Laumann, 2005). A study conducted to assess the relationship between body mass index and self-perception of body image by (Kakeshita & de Sousa Almeida, 2006) showed that both men and women had a distorted self-perception of body image, underestimating or overestimating it which was identical to our study results.

In Karnataka study (Swaminathan, Selvam, Pauline, & Vaz, 2013) it was also reported that 46% of the students indicated exercise as their preferred choice of weight reduction while in our study 27% of the students reported that they preferred exercise. (Sinhbabu, 2007) conducted a study among the nursing students in West Bengal, India the results of which showed that the prevalence of faulty weight perception was 38.6% and was found to be weighted towards feeling higher weight. Similar misperceptions were also observed in our study results. The possible limitations for our study might be that it was done among polytechnic college students who may not represent general population.

CONCLUSION:

Body Shape Dissatisfaction was more prevalent among the adolescent and adult polytechnic college students in our study area. Body shape misconception might lead to unnecessary weight reduction measures and students tend to follow unhealthy methods for

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weight reduction. Proactive preventive measures could be initiated targeting towards weight management and dietary practices for adolescent college students.

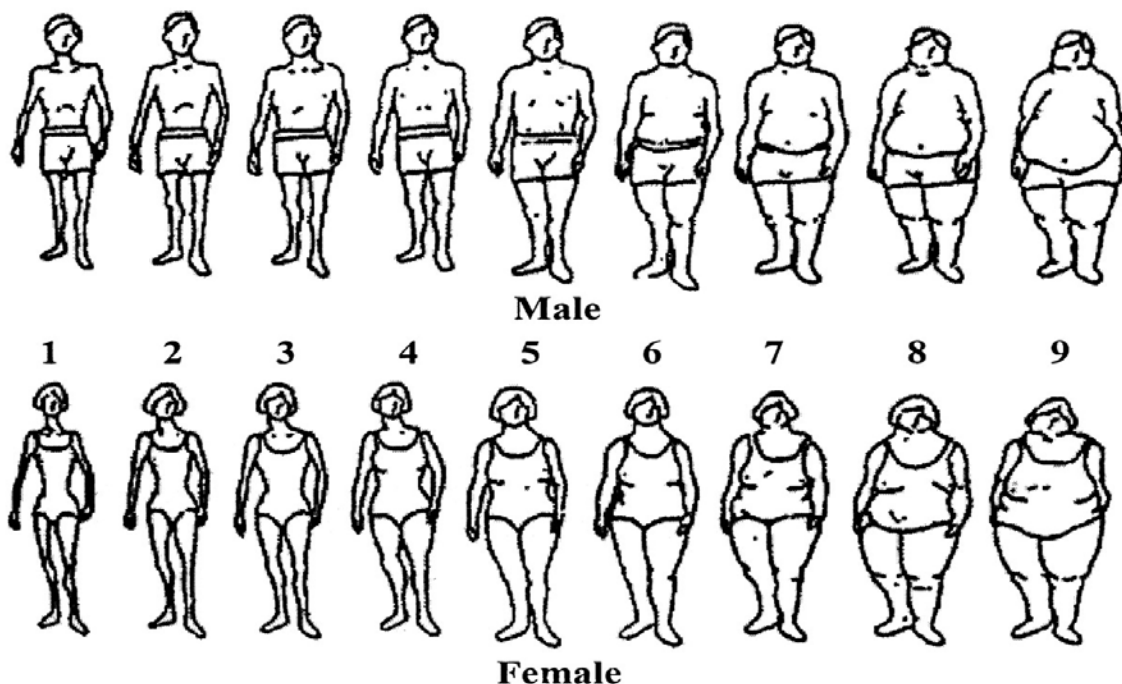
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Figure 1:Stunkard's Visual Figures Scale



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Table 1: Prevalence & Pattern of BSD among Males & Females (n=1034)					
Body Shape Dissatisfaction		Gender		Total N (%)	p value
		Male N (%)	Female N (%)		
Dissatisfied	Bigger	248(67.2)	110(40.1)	358(55.7)	0.001
	Thinner	121(32.8)	164(59.9)	285(44.3)	
Satisfied		212(36.5)	179(39.5)	391(37.8)	0.081
Dissatisfied		331(57)	258(57)	589(57)	
Extremely dissatisfied		38(6.5)	16(3.5)	54(5.2)	
Total		581(100)	453(100)	1034(100)	

Table 2: Association between Age and BSD & Overweight			
Age (in years)	18 or less N (%)	Above 18 N (%)	p value
BSD			
No BSD	205(35.2)	186(41.2)	0.003
Wanted a Bigger Shape	193(33.1)	165(36.6)	
Wanted a Thinner Shape	185(31.7)	100(22.2)	
BMI			
Underweight	264(45.3)	152(33.7)	0.001
Normal	242(41.5)	239(53)	
Overweight	77(13.2)	60(13.3)	
Total	583(100)	451(100)	

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Table 3: Association between BMI and weight Perception among study participants (n=1034)						
Current BMI		Underweight N (%)	Normal N (%)	Overweight N (%)	Total N (%)	p value
Pattern of BSD	No BSD	152(36.5)	218(45.3)	21(15.3)	391(37.8)	0.001
	Wanted a Bigger Shape	222(53.4)	125(26)	11(8)	358(34.6)	
	Wanted Thinner shape	42(10.1)	138(28.7)	105(76.7)	285(27.6)	
Perceived overweight	Yes	18(4.3)	106(22)	101(73.8)	225(21.8)	0.001
	No	395(95)	369(76.7)	35(25.5)	799(77.2)	
	No Idea	3(0.7)	6(1.3)	1(0.7)	10(1)	
Current following measure to	Reduce weight	20(4.8)	95(19.8)	100(73)	215(20.8)	0.001
	Maintain weight	110(26.4)	157(32.6)	12(8.7)	279(29)	
	Increase weight	195(46.9)	109(22.7)	3(2.2)	307(29.7)	
	None followed	91(21.9)	120(24.9)	22(16.1)	233(22.5)	
Ever tried to reduce weight	Yes	38(9.1)	113(23.5)	98(71.5)	249(24.1)	0.001
	No	378(90.9)	368(76.5)	39(28.5)	785(75.9)	
Total		416(100)	481(100)	137(100)	1034(100)	

Effect of Musical Training on Leadership, Motivation and Curiosity-Exploration amongst Instrumental Musicians and Non-Musicians

Rini Kaushal¹, Aradhana Balodi Bharadwaj²

ABSTRACT

Music is the natural surge in the numinous ocean of the mind. It is the one of the most influential form of art in debt of its own qualities of eccentricity and dynamicity and functions as a medium of studying, pleasure, and entertainment. An effective contribution in listening to and performing music is valuable to everyone throughout the different societies around the globe. The purpose of this study was to analyze the effect of musical training in enhancing social attributes such as leadership, motivation and curiosity-exploration amongst instrumental musicians and non-musicians, where the hypotheses stated that instrumental musicians will show greater tendencies of leadership, motivation and curiosity-exploration. A sample comprising of 40 instrumental musicians (20 male and 20 female) and 40 non-musicians (20 male and 20 female) from the age group 17-35 years were studied using an online version of the questionnaires. The results revealed that musicians showed greater tendency of practicing democratic leadership than non-musicians who preferred authoritarian leadership slightly more, whereas no significant difference was found between the motivational levels and curiosity-exploratory skills of both the groups. Further analysis of the data links the role of environmental factors, socio-economic background and the constant transforming trends for the change in the approaches of both musicians and non-musicians, which in turn also influences their social preferences.

Keywords: *Music, Training, Leadership, Motivation, Curiosity, Exploration, Creativity, Individual Differences*

Music has an immense impact on our everyday lives, it can be relaxing, exciting, joyful and heartbreaking- all at the same time, yet maintaining its unremitting soulful nature. It reverberates our strong emotional feelings, connecting it powerfully with our expressive behavior. It revives innumerable memories and thus, becomes one of the vital reasons for us to be attached with its hypnotic charm.

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Amongst the innumerable aspects which have been related to music in many contexts, there is one thing which is lesser studied and researched. Curiosity is considered one of the major driving forces in human motivation and also plays a crucial role in augmentation and identification of music skills and creativity in an individual. Curiosity has been defined as a requirement, thirst and want for knowledge, and exploration is the process through which one acquires information about the environment and the world. (Edelman, 1997). Both these elements are linked positively with creativity and in a way, are considered the harbingers of innovation and ingenuity.

The universe of music embraces a variety of social psychological concepts and also conveys numerous illustrations of leadership and of individuals cooperating to make extraordinary accomplishments in times of progress. As being what is indicated, it is an important similitude for an individual today to use in understanding his or her authority style and in addition seeing better how leaders can function all the more successfully to accomplish things.

Similarly, motivation and music share a very strong bond. Just as motivation requires a person to put all his concentration and energy in one place, similarly while training in music one is required to enhance his attention and retention abilities to improve performance. In recent studies, it has been found that music plays a crucial role in activating the senses, inspiring finest performances, driving and filling one with enthusiasm and the gaining the power to outshine.

Therefore, concepts of leadership, motivation and curiosity-exploration are intertwined and will be interesting to study together on a given population. In the further chapters, these variables are measured on a sample of instrumental musicians and non-musicians to learn whether musical training has a significant role to play in an individual becoming a leader, being motivated and curiously explorative and creative.

REVIEW OF LITERATURE

The purpose of a study undertaken by Jacobson (2013) was to compare and contrast the decision making abilities, styles of learning and creativity between administrative leaders who were enrolled in public school music program, and those who were not. The sample included 16 executives, out of which 8 had participated in music education program and 8 who did not. Through semi-structured interviews, it was found that the executives who were a part of such programs showed more collaboration and cooperation with team members at work, while the other executives showed more signs of need for adaptability and compromising with others.

A study undertaken by Schnare, MacIntyre and Doucette (2011) examines closely the motivational aspects of one's self-concept. A snowball sample of 204 musicians filled an online survey where they were supposed to explain their three different selves: hoped self, expected self and feared self. The findings interestingly showed that the 'hoped self' category gained themes like success, improvement, social bonding etc., the 'expected self' had a single theme of negative

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expectations, and the 'feared self' had themes related to financial crisis, lack of social bonding, illness, deficiency of knowledge etc. Thus, the balance between these three selves is highly dependent on the level of motivation of the musicians.

A research conducted by Stoeber and Eismann (2007) studies the factors that are associated with perfectionism in young musicians. The sample comprised of 146 trained musicians who completed a test based on facets of perfectionism (including distress, motivation, effort, achievement etc.). It was found that some aspects of perfectionism are highly correlated to intrinsic motivation, high accomplishments and high efforts put in.. It was thus, concluded that adverse response to inadequacy is definitely unhealthy, and positive responses resulted in higher motivation and higher striving for excellence.

A research conducted by Rossing& Long (1981), examined the relative relationship of curiosity provoked by surprise and the longing to know all the more about psychological constructs. The specimen comprised of 79 volunteers from both nighttime credit classes and non-credit proceeding with training classes running in age from 21 to 52. A huge positive relationship was seen between perceived knowledge and desire for information, however the positive relationship between surprise and yearning for learning was not measurably significant. Results were, be that as it may, steady with the dispute that interest adds to the inspiration got from perceived value of data. The significance of further research was focused.

METHODS

Purpose of the study

The purpose of this research is to compare and contrasts the qualities of leadership, motivation and curiosity-exploration amongst instrumental musicians and non-musicians, and how does it impact the overall personality development and enhancement of an individual who has received musical training versus an individual who has never been musically trained. The primary objective of the study is to study the difference between instrumental musicians and non-musicians in terms of leadership, motivation and curiosity-exploration.

Participants

○ Instrumental musicians

Individuals who have received training in classical or western music, for at least a year, must know how to play at least one musical instrument, must have participated in recitals, accompaniments, have been a member of an orchestra, band or other musical groups. They can be both males and females and can belong to other professions as well. Individuals trained in vocals will not be considered for this category. The age group of the instrumental musicians must be between 17 – 35 years.

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○ Non-musicians

Individuals who have never received any musical training of any kind, have never participated in any musical activity and do not know how to play any musical instrument. These individuals can be both male and female and can belong to any profession. The age group of non-musicians must be between 17 – 30 years of age.

○ Sample size

The size of the sample considered appropriate for this study is:

VARIABLES	INSTRUMENTAL MUSICIANS (N ₁)	NON-MUSICIANS (N ₂)
Leadership	40	40
Motivation	40	40
Curiosity- Exploration	40	40

Description of the tool

The following tools would be used to assess the qualities of leadership, motivation and curiosity-exploration respectively:

1. **Leadership Preference Scale by L.I. Bhushan (1969)**
2. **Achievement Motivation Inventory by J.M. Muthee & Immanuel Thomas (2009)**
3. **Curiosity and Exploration Inventory II by Kashdan, Rose, & Fincham (2009)**
- 4.

RESEARCH DESIGN

The research design outlined for this particular study is Ex Post Facto research design because the variables selected for assessment cannot be manipulated and the purpose is to evaluate the already existing qualities of an individual's personality. Through this research design, attempts would be made to explain a consequence (better leadership, motivation and creative thinking) based on antecedents conditions (musical training). It would determine the influence of one variable on another variable and test the claim that instrumental musicians possess better leadership qualities, increased motivation and better creative thinking than non-musicians, using statistical hypothesis testing techniques.

RESULTS

Table 1

Mean and S.D. values

TESTED VARIABLES		N	Mean	S.D.
M_TOTAL	Musician	39	88.0000	12.34589
	Non musician	39	91.5897	14.49813
CEI_TOTAL	Musician	39	39.2051	3.19687
	Non musician	39	38.2564	5.44696
L_AUTHO	Musician	39	51.2308	6.37207
	Non musician	39	49.9231	7.75406
L_DEMO	Musician	39	59.3077	5.92121
	Non musician	39	54.8718	9.23147
L_TOTAL	Musician	39	110.5385	8.68103
	Non musician	39	104.7949	14.14619

Note. Both the musician and the non-musician groups comprise of 39 individuals in total, the mean and standard deviation of which have been shown above. Also note that the leadership variable comprises of two distinct styles of leadership; Democratic (L_DEMO) and Authoritarian (L_AUTHO).

Table 2

Statistical analysis of the data

Tested variables		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
M_TOTAL	Equal variances assumed	-1.177	76	.243
	Equal variances not assumed	-1.177	74.118	.243
CEI_TOTAL	Equal variances assumed	.938	76	.351
	Equal variances not assumed	.938	61.402	.352
L_AUTHO	Equal variances assumed	.814	76	.418
	Equal variances not assumed	.814	73.249	.418
L_DEMO	Equal variances assumed	2.526	76	.014
	Equal variances not assumed	2.526	64.741	.014
L_TOTAL	Equal variances assumed	2.161	76	.034
	Equal variances not assumed	2.161	63.066	.034

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Note. The table above shows the p value obtained from the two tailed t-test between the two groups of musicians and non-musicians, for all the three variables, where M stands for Motivation; CEI, Curiosity and Exploration and L, Leadership which comprises of two styles of leadership- Democratic (L_DEMO) and Authoritarian (L_AUTHO)

Figure 1. Mean and S.D. Values of Motivation

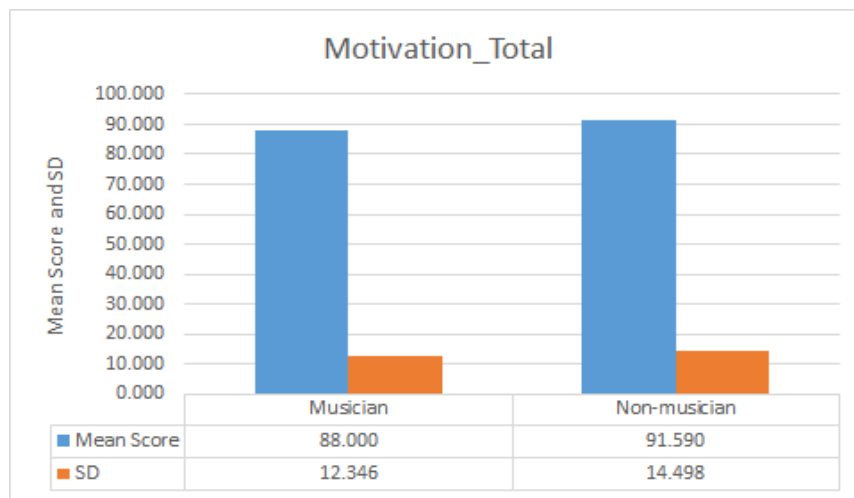


Figure 1 represents the mean scores of the two sample groups for the variable motivation (M),

Figure 2. Mean and S.D. Values of Curiosity-Exploration

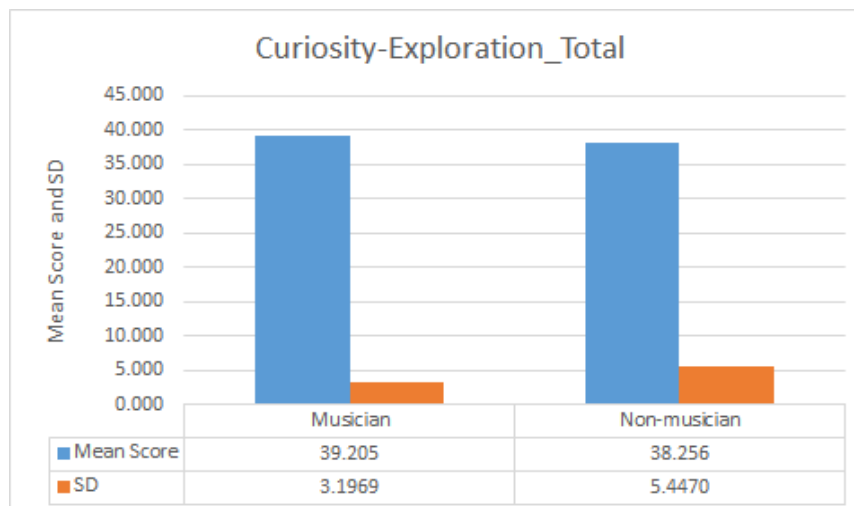


Figure 2 represents the mean scores and S.D. of the two sample groups for the variable Curiosity-Exploration (CEI)

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Figure 3. Mean and S.D. Values of Authoritarian Leadership

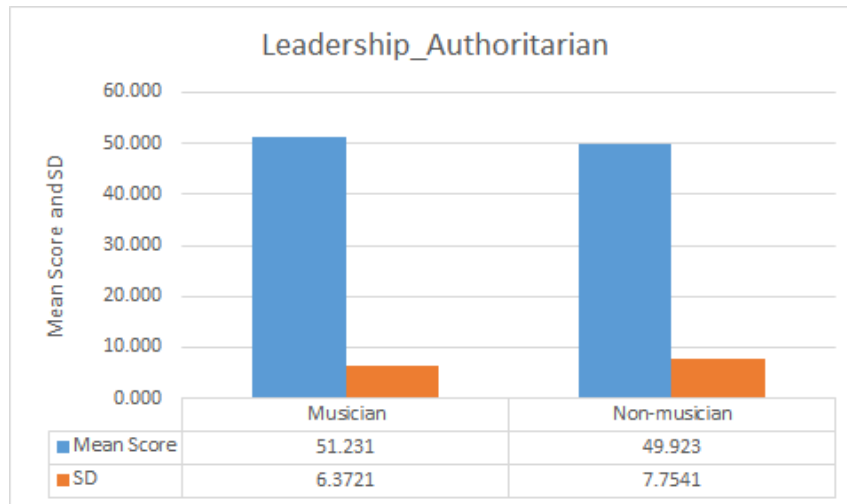


Figure 3 represents the mean scores and S.D. of the two sample groups for the variable Authoritarian style of leadership (L_AUTHO)

Figure 4. Mean and S.D. Values of Democratic Leadership

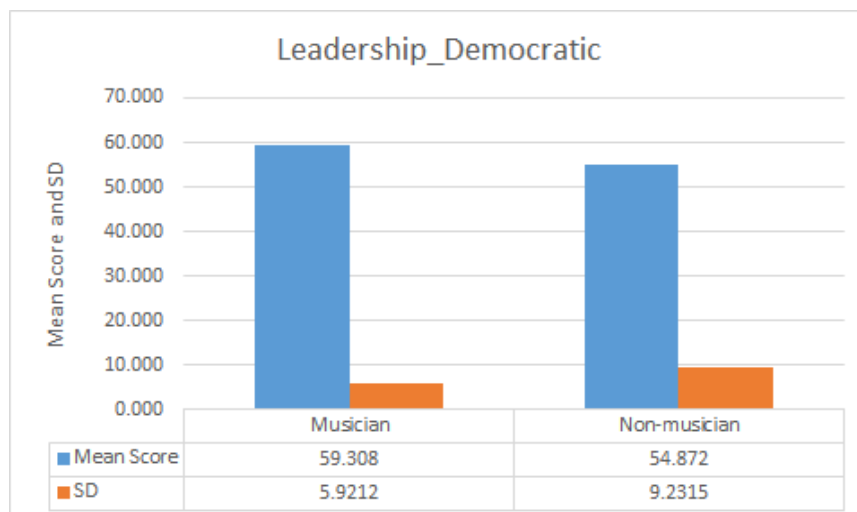


Figure 4 represents the mean scores and S.D. of the two sample groups for the variable Democratic style of leadership (L_DEMO)

Figure 5. Mean and S.D. Values of Leadership (Combined)

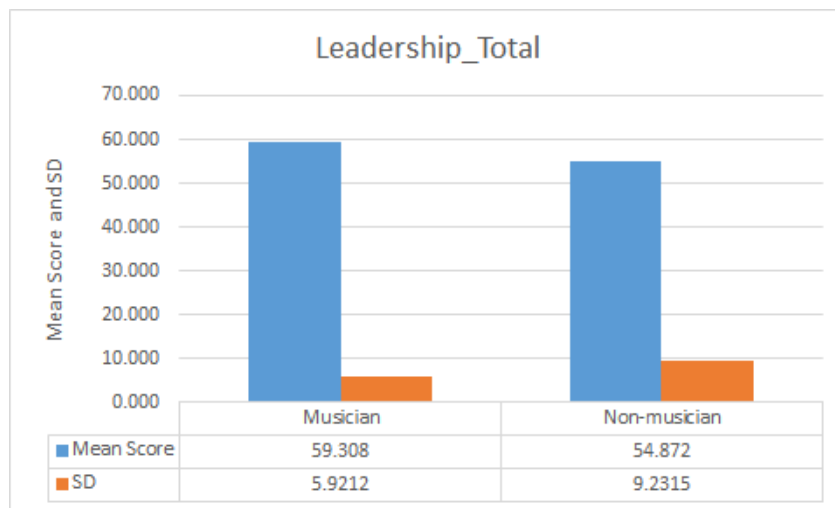


Figure 5 represents the mean scores and S.D. of the two sample groups for the variable Leadership (L_TOTAL), combining both authoritarian and democratic leadership

DISCUSSION

In the past several studies have shown a positive correlation between music and an individual's personality. It has been proved on numerous occasions that musical training does lead to better leadership ability, increased motivation and greater curiosity and exploratory skills. Studies conducted by Jacobson (2013), Woody (2011) and Kashdan et al (2010) prove that the symphonic melodies have the ability to wind down gale like mental disturbances and reinstating the mind's quietude. The tuneful congruence of tranquility and attentiveness is something which music brings with it as a reward.

The present study aimed at studying the role of musical training in leadership, motivation and curiosity-exploration amongst instrumental musicians and non-musicians. The sample of the study comprised of 80 respondents (40 instrumental musicians and 40 non-musicians). T-test was conducted to measure the significant difference between the three variables amongst the two sample groups.

According to the results, except for the variable leadership, non-musicians have scored almost as much as the musicians, proving that even in the absence of any kind of musical training they are still as motivated and are equally curious and explorative as instrumental musicians, which was the assumption in the first place.

For more specificity, Table 1 shows the mean and S.D. values of both the sample groups in all the tested variables. It is evident that the difference between the values of both the groups

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is not very large. In the Motivation (M) category it can be seen that non-musicians have a slightly higher mean of 91.5897 in comparison to the mean of musicians which is 88. But the case is reversed with the remaining variables. In CEI and L_TOTAL musicians have obtained mean scores marginally higher than the non-musicians. It can also be noted that according to the mean scores, more musicians preferred the Democratic style of leadership (L_DEMO) and non-musicians preferred the Authoritarian style of leadership (L_AUTHO).

In the graphical representations further (Figure 1-5) the differences between the mean and S.D. values of musicians and non-musicians in each variable is distinctly shown.

In Table 2, since both CEI and L_TOTAL were significant, their p values of the 'equal variances not assumed' were considered. Which means the p value taken into consideration for M is 0.243, for CEI is 0.352 and for L_TOTAL is 0.034. The two styles of leadership L_AUTHO and L_DEMO were also significant individually, hence their p values considered are 0.418 and 0.014 respectively.

This clearly proves that on the 2 tailed test of significance, only L_TOTAL was found to be significant and accepting the hypotheses stating that there will be a difference between instrumental musicians and non-musicians in terms of leadership. The hypotheses for M and CEI is hence, not proved, stating that there is no difference between instrumental musicians and non-musicians in terms of motivation and curiosity-exploration.

It is interesting to note that the out of all the three variables, researches over the years have shown curiosity-exploration to be higher in musicians as compared to non-musicians, however it is contrary to the results of this study. In fact, the least expected variable i.e., leadership significantly turned out to be in favor of the musicians. After having a general conversation with a few instrumental musicians, it was pretty evident that motivation did not come to them as naturally as music does, and it neither came because of music.

A paper published by Hargreaves et al (2002) talks about the importance of musical identities and how it is explained through psychological constructs. The authors talk about the significance of music psychologists and how they should focus on the numerous ways in which we engage with music and its underlying influence on an individual's behavior. According to them, psychologists today have ignored the social aspects of a musician's personality and emphasis should be given to a concentrated study on the social psychology of music. (Hargreaves and North, 1997).

In regard to this study, similar reasons can be given which led to the resultant data. Firstly, the restricted sample size may be a major contributor in the disagreement with the hypotheses. A larger sample size represents a larger population of the society, hence the results may have been different in that case. Secondly, researches conducted almost two decades ago do claim that musical training plays a crucial role in enhancing a person's creativity and curiosity

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and increases their motivation level. But the trends have changed since then. Right from the expansion and invention of new genres to listening, creating and performing music, this industry has witnessed revolutionary transformation. The method and style of learning has also undergone various modifications which also plays a major role in the early development of one's social personality.

For instance, there is no longer the compulsion of creating a group of musicians to compose and perform music, one can simply work individually and find sources on the internet to promote their own talent. This somehow decreases the motivation to seek out for more authentic knowledge and people. The advent of modern technology has in a way made us less social, physically, and has had an impact on the development of various social skills.

In a research conducted by Doyle (2012), it was found that a music educator's socio-economic background, knowledge and administrative support has a crucial role to play in meeting the expectations of their students. For the students, that educator becomes the role model who motivates them and most often they adapt and practice similar ideologies and opinions as their teacher does. Thus, from whom one is receiving formal training in music is also essential in determining one's social preferences.

Another significant and more logical explanation is the difference in the cultural population. Researches taken as references for this study have been conducted on a foreign population, whereas the participants of this study have been Indians. Therefore, variances in the result can be expected. One's culture, traditions, family background, values, customs, societal norms etc. have a vital part to play in shaping an individual's attitude and preferences in life. Comparing the Indian society with others shows huge divergence in a person's approach towards musical training and is decisive of whether it affects the social facets of their personality or not.

This leads to another very important area of discussion; difference in the Indian education system and abroad. The sample for this study comprised of university students from diverse backgrounds and qualifications. Despite Indian education system being appreciated for producing marvels in most fields, there are still loopholes which give way to the thought that could this type of system inhibit the developing skills of an individual, including musical skills?

According to blogger Siddharth Prakash (2010), the patronage system of the ancient times, where teachers devoted all their time and attention in the development of their students, is not practiced these days and is beyond reach for the teachers to spoon-feed the students. Owing to this, the successful addition of music in the Indian education system failed to take place. Restriction of music education to one class per week, negligible allocation of funds for better music programs and equipment, the elemental belief that music is 'just for enjoyment' and more concerns for intense academic quest adds to the gloomy picture of music education in Indian schools.

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Inadequate musical education and training in school can stunt the growth of a developing child and may overlook the prospects of building a potential career in the music industry. Other essential factors which could have contributed in the results can be the conditions in which the participants had filled the questionnaires, their physical and mental health, environmental conditions or the length and duration of the tests.

Hence, owing to the probable causes mentioned above, the results of this study can be justified on the basis of changing trends, thinking pattern, diversity in backgrounds and individual differences.

CONCLUSION

In the context of cognitive dexterity, music has definitely played a significant role in highlighting its own relevance in improving motor, visual-spatial, auditory and information processing abilities in an individual.

Being a significant factor in enhanced cognitive functions, music has also proved to be extremely vital in augmenting a person's social life and boosting his/her personality. In the recent researches it has been found that on the 'Big Five Personality Factor Scale', group of creative participants scored more than the group of non-creative participants in the five dimensions extraversion, neuroticism, agreeableness, openness and conscientiousness (Pavitra, Chandrashekhar and Choudhury, 2007).

The aim of this study was to compare and contrasts the qualities of leadership, motivation and curiosity-exploration amongst instrumental musicians and non-musicians, and how does it impact the overall personality development and enhancement of an individual who has received musical training versus an individual who has never been musically trained.

FINDINGS

- Despite earlier researches proving that musicians have showed more innovativeness, fluency, curiosity, have showed slightly better leadership abilities and have higher motivation due to service and self-pleasure motive, this study yielded opposing results.
- There was no significant difference found between instrumental musicians and non-musicians in terms of motivation and curiosity-exploration.
- Though the study also revealed that there was a significant difference in terms of leadership, which accepted the hypotheses that instrumental musicians possess marginally higher democratic leadership qualities than non-musicians who believed more in authoritarian style of leadership.

FURTHER SUGGESTIONS

- A more qualitative study comprising of semi-structured interviews and natural observations should be conducted
- Interpretation of data on the basis of comparison between male and female instrumental musicians and non-musicians should be done
- There is a need to study other innovative categories like cinema performers, dramatists, painters, sculptors and architects and to examine them and their elements closely
- It would be beneficial learning about the creative groups who take innovative work as the only income earning option through it and studying whether they show any signs of psychopathology having co-morbidity with different aspects of personality

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Psychosexual Health of Married Nurses Working in Private & Government Hospitals

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Keywords: *Psychosexual Health, Married Nurses, Private & Government Hospitals*

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Women's health involves their emotional, social and physical well-being and is determined by the social, political and economic context of their lives, as well as by biology.

Health and performance are interdependent to each other. Good health is the foundation of performance. A healthy person will do better in every aspect of life, such as professional life, family life, marital life and sexual life etc.

Albeit everyone talks of women improvement today but the question is “Do we really feel concern about women and women’s health?” Undoubtedly women have more pressure of work whether they are working or non-working, women have to face more problems due to various health problems such as physical, mental, family and sexual health.

Job conditions and multiple roles play an important part for women’s health at midlife, *Collins (2002)*.

Shift work influence the physical health of nurses, which in turn affect social and work related variables including family relations, formal and informal social participation, solitary activities, job performance and job related stress.

Schernhammer, Eva S., Laden Francine, & Speizer, Frank E. (2003) suggested that working a rotating night shift at least three nights per month for 15 or more years may increase the risk of colorectal cancer in women.

Many married nurses experience considerable stress and burn out. These included, increases in workload and administration, time management, role conflict, lack of resources. Not having enough time for their personal and family life because of their unsystematic and unorganized profession they face lot of problems at home, which in turn increases conflicts among the family members like husband, in-laws etc.

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Nurses attend to the emotional need of patients and their families, as well as undertake managerial responsibilities such as supervising junior staff. The demands of these roles at job as well as at home make them psychologically ill. They experience high role stress manifested more symptoms of free floating anxiety obsessive neurotic depression hysterical neurosis, phobic anxiety and somatic anxiety.

Family health of the nurses is also affected by their shift work. As they are not able to concentrate on their family. Meeting with family demands is most detrimental to nurses emotional stability and sense of adequacy.

On the other hand, women's tendency to attach much to the marriage and home related activities make them susceptible to guilt and demands. In such situations, it is understandable that stress associated with meeting family demands would effect negatively a person's psychological well being.

Sexual health of married nurses is greatly affected because of stress that can lead to diminished sexual desire and inability to achieve orgasm in women. Long busy working hours develops fatigue in them and due to which interest in sex is lowered in them.

Fatigue and stress can also develop infertility among married nurses. If the sexual health is disturbed by some means other aspects of psychological well being are also greatly affected.

On the basis of review it seems that studies have been conducted on the various aspects of women health however very few attempts have been made to study women's total health that is sexual health, family health, marital health and professional health. It is inevitable to understand the health of women in the total prospect.

Realizing the paucity of research an attempt in the present research was made to study women's health in relation to the nature of organization and nature of family. The finding of the present research throws light on the various aspect of health of women. Besides this on the basis of the findings of the present research it will be possible to chalk out a suitable training program to improve quality of psycho-sexual life of nurses, which ultimately will assist nurses to lead every aspect of life in the most effective and efficient manner.

Macleod, John and Smith, George Davey, (1997) reported that job stress appears typically patterned among North American nurses, higher stress being associated with lower social position.

[*Escriba, Aguir V & Fernandez, Sanchez R. \(2000\)*](#) in their study found that a higher level exposure to work stress factors lowers the psychological welfare among nursing staff.

Feskanich, D., Hastrup, J. L., Marshall, J. R., and Kawachi, I. (2002) in the study concluded that when responses to home and work stress were combined, there was an almost fivefold increase in risk of suicide among women in the high stress category.

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Mandira, Dhar (2002) in the study concluded that women doing multiple roles to cope with stress and anxiety involved and it is taking serious tolls on their mental and physical health.

OBJECTIVES

- a.) To study Psycho-Sexual Health of married nurses working in private hospitals and government hospitals.
- b.) To study Psycho-Sexual Health of married nurses working in relation to marital duration.
- c.) To study Psycho-Sexual Health of married nurses working in relation to nature of family health.

Tools/Materials

Tools	Developed By	Year
P.G.I. Health Questionnaire N-1	Verma, S.K. Wig, N.N., and Prasad, D.	1985
Family Health Questionnaire	Researcher	2003
Coital Behavior Questionnaire	Mathur, C.N. and Jain, P.	1986
Mental Health Inventory	Jagdish, and Shrivastave, A.K.	1978

METHOD

Sample

The sample for the present study consisted of 200 married Nurses which were selected through purposive random sampling technique, Out of 200 Nurses, 100 Nurses belonged to Private Hospitals and 100 Nurses belonged to Government Hospitals. Out of 100 Private Nurses 50 Nurses belonged to Joint Families and 50 another Nurses belonged to Nuclear Families. Similar pattern distribution was adopted for Government Nurses.

RESULT

Observations collected on Psycho-Sexual Health variables have been statistically analyzed and presented under the following headings:

- A) Family Health
- B) Physical Health
- C) Sexual Health
- D) Mental Health

Table A1, ANOVA For Occupation/Family and Family health.

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Significance</i>
PJ/N	310.005	1	310.005	12.4527	<0.01
GJ/N	17.405	1	17.405	0.699148	NS
Interaction	41.405	1	41.405	1.663213	NS
Within	4879.34	196	24.89459		
Total	5248.155	199			

PJ/N = Private Hospital, Joint/Nuclear Family.

GJ/N = Government Hospital, Joint/Nuclear Family.

‘F’ test was found significant at 0.01 level for private hospital nurses. But ‘F’ value was not found significant for government hospitals nurses. Interaction effect was also not found significant for Family Health.

Table A2, Marital duration and Family Health.

Duration	N	Mean	SD	CR	Significance
5 Year	80	27.09	4.72		
				2.9	<0.01
10 Year	120	25	5.5		

Table A4 indicates that critical ratio (CR) was found significant between marital age and family health at 0.01 level.

Table B1, ANOVA For Occupation/Family and Physical health.

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Significance</i>
PJ/N	796.005	1	796.005	40.76382	<0.01
GJ/N	335.405	1	335.405	17.17626	<0.01
Interaction	400.445	1	400.445	20.50699	<0.01
Within	3827.34	196	19.5272		
Total	5359.195	199			

In the above table ‘F’ ratio was found significant at 0.01 level for nature of family (Nuclear / joint family) and private hospital. It was also found significant for nature of family and government hospital. Interaction was found significant.

Table B2, Marital duration and Physical Health.

Duration	N	Mean	SD	CR	Significance
5 Year	80	11.17	5.56		
				7.16	<0.01
10 Year	120	5.87	5.56		

Significant difference was observed between marital duration and physical health. The mean score of women having marital duration of 5 years was 11.17 while it was 5.87 for the women with 10 years marital duration.

Table C1, ANOVA For Occupation/Family and Sexual health.

Source of Variation	SS	df	MS	F	Significance
PJ/N	2842.58	1	2842.58	21.56601	<0.01
GJ/N	56.18	1	56.18	0.426225	NS
Interaction	1372.88	1	1372.88	10.41573	<0.01
Within	25834.44	196	131.8084		
Total	30106.08	199			

It is observed from table C1 that 'F' ratio was found significant for nature of family and private hospital. However it was not found significant for nature of family and government hospital. Interaction was found significant.

Table C2, Marital duration and Sexual Health.

Duration	N	Mean	SD	CR	Significance
5 Year	80	71.95	11.65		
				1.75	NS
10 Year	120	65.87	12.86		

C.R. was found no significant in the case of marital duration and Sexual Health.

Table D1, ANOVA For Occupation/Family and Mental health.

Source of Variation	SS	df	MS	F	Significance
PJ/N	946.125	1	946.125	5.022877	NS
GJ/N	2332.445	1	2332.445	12.3827	<0.01
Interaction	2278.125	1	2278.125	12.09432	<0.01
Within	36919.18	196	188.3632		
Total	42475.88	199			

It is clear from the above table that analysis of variance was not found significant in the case of nature of family and private hospital. However it was found significant at 0.01 level for nature of family and government. Interaction was also found significant.

Table D2, Marital duration and Mental Health.

Duration	N	Mean	SD	CR	Significance
5 Year	80	170.16	14.37		
				2.16	NS
10 Year	120	164.92	15.87		

CR was not found significant in the case of marital duration and mental health.

DISCUSSION

The findings of the present study revealed positive effect of marital duration on family health, mental health and physical health, but there was no effect of marital duration on sexual health. Psycho-sexual health was affected by nature of occupation.

Nurses are regarded in their family because this profession of nursing is viewed as respectable in society. In the earlier time the nursing profession was not considered as the dignified occupation their activities were judged as unhygienic by the people, but the current scenario has completely changed and the nursing profession is found one of the dignified and highly demanding occupation today whether, be a private or government sector health care services nurses are rendering their services to the society at their fullest. This attitude of society motivates the nurses to maintain the balance between family and profession, which ultimately resulted in not affecting their family health due to professional and other factor.

Nurses with 5 years duration had more problems as compare to nurses with 10 year durations. The more problems in the nurses with 5 years duration might be due to the number of responsibilities that is social, psychological, marital, child rearing and child birth along with psycho-sexual pressure as the time passes all kind of adjustment are made by women and she is able to cope with the existing demand of the family. Better family health in later years of marital life show the experience which a lady gets in view of leading a balance marital and family life similarly grown up children and matures husband wife relationship also work as an asset in maintaining a good family health. *Spindola, (2004)* observed that nurses prairies type of work they have, although they realize that their profession interferes in their everyday lives, as well as the interference of working in the family life, although nurses value the career, they are overburdened with the amount of tasks, pointing out the importance of the husband's role in the family life.

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Nurses were not able to take proper care of their physical health because of excess work pressure. They have to be alert at hospital, they have to work at home and take care of their children too. Therefore they do not get time for relaxation. These reasons, causes several physical problems like fatigue irritation depression anxiety, lack of sleep, lack of hunger, constipation, restlessness, emotional disturbance, fear of criticism and high blood pressure etc. *Rosa, S.,(2004)* reported that nurses suffered from Musculo-Skeletal disorders working in government hospitals suggest this that professional women are more prone to these problems.

Physical health of nurses with 5 years duration had more adjustment in the family problems as well as in the profession as compared to nurses with 10 years duration. The possible explanations for the more problems in the case of nurses with 5 years duration might be their being busy in rearing small children, adjustment with new environment with new family members. All these pressures affect their physical health.

In the case of nurses working in private hospitals nature of family did not influence the physical health. Nurses working in private sector are having low work pressure as they have a choice of working either in any one of the night, day or evening shifts. Which shows less physical problems. *Cheng, Kawachi and Colditz, (2000)* in their study concluded that adverse psychosocial work conditions were important predictors of poor functional physical health.

Condition of government hospitals nurses is not that good. They have work pressure because of scarcity of staff and large number of patients. These reasons cause fatigue, irritation, sleep disturbance and stomach problems etc.

Sexual Health of nurses working in private hospitals belonging to joint family was found more better as compared to nurses belonging to nuclear family. Nurses with 5 years duration had more problems as compared to nurses with 10 years duration.

Better sexual health of nurses belonging to joint family is very important indication of the fact that the importance of family can not be denied in making an individual effective in regard to every aspect of health. Joint family provides every kind of protection which prepare an individual to manage every aspect of life to live more lively. In joint family there are more numbers of helping hands. Nurses of nuclear family and private hospitals had more problems as compared to nurses of joint family and government hospitals. The problems such as pain during intercourse, less sexual desire, lack of sexual pleasure and pain at times of excretion were more reported as compared to nurses belonging to joint family and working government hospitals. *Gupta, S. and Lynn, (1972)* in their study found that women reached orgasm regularly psychological factors appeared to be the major reason for failure of orgasm by the wife and motherhood as the major factor which diminished the sex urge in married life.

Good Mental Health was not found in nurses working either in government or in private or hospitals belonging to joint or nuclear family. Roles of women are increasing as they have started working outside homes, which produced as additional amount of stress on them. Nurses live in more stressful condition psychologically which strain adaptive mechanism. Prolonged

tension may produce psychological disorders, reported cry easily, tension, worry about small matters, irritation and aggression.

Mental health was found better in nurses who belonged to joint family in comparison to nurses belonging to nuclear family. Nurse belonging to joint family do not have much responsibilities, they do not have burden of family work as being by other family members, there for they are relatively more free which makes them more psychologically healthy.

Mental health was not affected by marital duration. Finding shows that nurses are having good mental health, positive self evaluation, perception of reality, good oriented attitude and environmental mentally strong and are able to make adjustment in any of the adverse condition. They are having self confidence, they are not afraid of adverse condition, have good decision making power, calmness, not afraid of their responsibilities and are satisfied with their work both at home and at work place. They are not dependent on others for these works and try to solve their own the problems by themselves. They are always encouraged to achieve their goals and they think that they are moving towards a specific goal and are having their own self identity. It seems that the training of nurses helps them to maintain mental health in every phase of marital life. [*Yamashita K*](#), .(1997) their results suggested that the mental health of nurses who worked on surgical ward might suffer more than that of those who worked in internal medicine and those assigned to the elderly medicine.

CONCLUSION

The majority of women describe themselves only through the set of different social roles losing the contact with their inner needs and resources. A typical attitude was found in the women that lead to the inner disbalance of women and her exhaustion and losing of satisfaction. One of the main problem of the disbalance in the hyper-responsibility of women. Having the necessity to combine work, social and family life and her own personal needs take the last place. The pressure of the analyzed social models of “good wife”, “good mother” support this attitude. These lead to the high level of life dissatisfaction, depression, sexual dissatisfaction, stress, high blood pressure, etc. on the other hand the necessity of responsibilities of family conflicts and even to the divorce due to the decreasing of value of the “family”.

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Resilience Capacity and Support Function of Paniya Tribal Adolescents in Kerala and Its Association with Demographic variables

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ABSTRACT

Paniya tribes are the vast majority tribal group of Kerala and are found mainly in the northern districts of the state. They are economically backward with low literacy rate (49.5%) comparing to the states average of 93.9%. Adolescents are the future and hope of this community because most of them are first generation learners. This study aims to understand the resilience capacity and support function of the adolescents in association with demographical variables. Resilience scale Support Function scale and Background information scale were used to obtain the information. To achieve the purpose of the study the researcher selected 108 subjects using multi-stage sampling method and collected data. The researcher found that resilience capacity and support function are positively related to each other ($p < .01$) and both resilience capacity and support function are found higher among females ($p < .01$). The study also revealed that school environment and educational status acts as protective factors for resilience capacity and support function ($p < .01$). The findings of the study will be useful for NGOs and governmental organization for policy implementation in the area.

Keywords: *Resilience Capacity, Support Function, Paniya Tribal, Adolescent*

Panias are the vast majority of tribal group settled in the districts of Kerala, namely Wayand. Kannur, Malappuram and Calicut. The total population of Panias is 93,000 out of which 64% resides in the hilly areas of Kerala (Census Report, 2011). They are the backward community with the literacy rate of 49.5% against the state literacy level of 93.9% (Census Report, 2011). Panias follow different religious faiths; among these are the Traditional religion, Hinduism and Christianity. Paniya Tribes have different life style and daily routine while comparing to the non-marginalized sections. Poverty, social seclusion, lack of educational facilities, impoverished family conditions and lack of nurturing parental care are the main problems of Paniya Tribes.

Resilience is that ineffable quality of life which allows some individuals to strive for the best even if they are knocked down by some particular life events. It is an individual's ability to

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properly adapt to the stress and adversity. Individuals with high resilience capacity will be able to manage equilibrium of positive and negative emotions. Resilience acts as a powerful weapon to fight against all the odds.

Adolescence is a phase of rapid physical and psychological change and, resilience capacity acts as a protective factor against these changes. The benefits of resilience are that it helps in reducing the affect of stress and it even prevents stress to some extent (Newman, 2005). Resilience capacity of an adolescent is affected by many factors like family support, individual personality traits, peer group relationship, school environment, parent's socio-economic status etc.

Individual factors like stress coping styles, optimism and personality can alter the experience of stressful life events and life changes. In a study conducted on Kosavar refugees it is found that resilience is highly correlated with the individual factors of higher optimism, extraversion, openness to experience, conscientiousness, control coping and lower level of neuroticism (Laura, Victor & Ariana, 2006). It is also found that openness to experience, extraversion and task-oriented stress coping are positively correlated with resilience capacity (Campbell, Cohan & Stein, 2006) along with agreeableness and high self-worth (Davey, Eaker & Walters, 2003). Resilience is a construct with different dimensions, and each of these dimensions was studied in relation with big five personality traits by Friborg, Barlaug, Martinussen, Rosenvinge, & Hjemdal (2005). They found that the personal strength dimension of resilience is positively correlated with 5PFs- emotional stability, along with social competence dimension of resilience with 5PFs-extroversion and 5PFs-agreeableness and structured style dimension of resilience with 5PFs-conscientiousness.

Family support and family protective factors is the central feature of resilience construct. Family recovery factors in combination with family protective factors assist families in bouncing back from crises. Key characteristics of resilient families include warmth, affection, cohesion, commitment, and emotional support for one another. Resilient families generally have reasonable and clear-cut expectations for their children. They participate in family celebrations, share spiritual connections, have specific traditions, and predictable routines. Moreover, resilient families generally share core values around financial management and the use of leisure time, even when money and time are in short supply (McCubbin & McCubbin, 1988). The family environment plays an important role in the experience of psychological distress, increased family cohesion results in the lower level of psychological distress as found by (Riveria, et al., 2008). Shared beliefs and narratives within the family foster the sense of cooperation, collaboration, coherence, competence and confidence that are vital in coping with the stress (Walsh, 1996). Children or adolescents if faced with adversities look up towards an adult who positively can guide them and this positive relationship increase their competency and self-worth (Mansten, Best, & Garnezy, 1990). The parenting style determines the resilience capacity of the child, and

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it is the parents who teach the children to learn from their experiences (Brooks, 2013). Thus, resilience cannot be considered as an inherited quality but it is the result of frequent interaction of person with his environment, so responsive care giving mediate the effects of high-risk environment on children (Egeland, Carlson, & Sroufe, 1993).

Despite adverse family environment some adolescent shows high resilience. During problematic parent adolescent relationships, peer group act as a backup system along with siblings and teachers and results in higher resilience capacity of adolescents. School environment, teacher student relationship and social networks are the external factors other than the family which enhances the capacity of resilience among adolescents (Crosonoe & Elder, 2004).

There is a lack of research to reveal the relationship between resilience capacity and support function of tribal adolescents of Kerala. In this study the researcher tries to find out the relationship between resilience capacity and support function of tribal adolescents.

OBJECTIVES

1. To study the socio-economic background of Paniya tribal adolescents of Kerala.
2. To study the resilience capacity of Paniya tribal adolescents of Kerala.
3. To study the support function of Paniya tribal adolescents of Kerala.
4. To study the relationship between support function and resilience capacity of Paniya tribal adolescents of Kerala.

HYPOTHESES

- H-1: There exists a significant gender difference in the resilience capacity of tribal adolescents of Kerala.
- H-2: Educational status of Paniya tribal adolescents plays significant role in the resilience capacity
- H-3: There exists a significant gender difference in support function of tribal adolescents of Kerala.
- H-4: Educational status of Paniya tribal adolescents plays a significant role in the support function.
- H-5: Family type and support function has significant relationship with each other.
- H-6: Support function and resilience capacity has significant positive relationship among Paniya adolescents of Kerala.

METHOD

Site

The study sites were Malappuram and Calicut, which are the South Indian districts of Kerala. Malappuram district is having the population of 1,698,645 (Census of India, 2011). The data was collected from the tribal colonies of Paniyampadi (Nilambur), Punchamkolli (Nilambur) and Munderi (Nilambur) of Malappuram district. Calicut district is having a total population of 3,086,293 (Census of India, 2011). The data was collected from the tribal villages of Pullurampara, Vattachira and Adivaram.

Sample

Participants of the study were a group of 108 Paniya tribal adolescents, aged 14-18 years. Most of the Paniya tribal adolescents were students but some of them had dropped their studies. The participants were selected using multi-stage random sampling technique. The final sample was selected from 6 tribal colonies of Kerala.

Study Tools

1. **Background Information Scale (Deb & Saranya, 2012):** The semi-structured questionnaire was developed to understand the socio-economic background, demographic background and perceived parental care and support services of tribal adolescents. The semi-structured questionnaire consists of following three sections:

Section I: This section consisted of items covering the background information of the adolescents like their name, age, gender and education details.

Section II: This section consists of information related to the family background like, the size of the family and the educational and occupational profile of parents.

Section III: This section covers the information related to care and support services.

2. **Resilience Scale (Neil & Das, 2001):** This scale measures components of resilience in different domains of young peoples' lives, ranging from planning and thinking ahead to level of independence. The scale has a total number of 25 items. The responses range from 1= Disagree to 7= Agree. No responses require reverse coding. Responses are summed to produce a total scale score. Cronbach's alpha of the resilience scale is .91.
3. **Support Function Scale (Hu et al., 2007):** The scale contains of 7 items. Cronbach's alpha of the support function scale is .84. The scale assesses the support function of the individual from different domains. The responses range from 1= Never to 4= quite often and the responses are summed to produce a total score.

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Data Collection and Analysis

Prior permission was collected from KIRTARDS, a governmental organization working in the area for tribal welfare and research. The researcher has done field visits to the tribal colonies and explained the study objectives to the subjects. Data was collected in one to one setting in the format of interview.

The collected data was reviewed carefully, no missing data was found by the researcher. The data was analyzed using IBM SPSS 21 software. Descriptive statistics was used to obtain the background information. One-way ANOVA and Pearson correlation was also done to achieve the objectives of the study.

Ethical Considerations

Informed consent was obtained from all the study subjects, after explaining the objectives of the study. Confidentiality of the information was ensured. The freedom to withdraw from the study was provided to them. Prior permission was taken from KIRTARDS, a governmental organization which is working for the tribal welfare and development.

RESULTS

Background Information

The sample size of the study was 108, out of which 67 were females (62%) and 41 (38%) were males. The subjects were drawn from two villages Malappuram (62%) and Calicut (48%) and most of the adolescents belong to joint family (55%) than single family (45%). There are many school dropouts in these villages (32%).

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Table 1, The descriptive features and frequency of the demographic variables of the population under study

Background Variables	f (%)	Background Variables	f (%)
Gender		Mothers Education	
• Male	41 (38.0)	• Illiterate	80 (74.1)
• Female	67(62.0)	• Up to 5 th	21 (19.4)
Age		• Up to 10 th	3 (2.8)
• 12-14 years	56(51.9)	• Up to 12 th	4 (3.7)
• 14-16 years	23 (21.3)	• Graduate & Above	0 (0)
• 16-18 years	29 (26.8)	Fathers Education	
		• Illiterate	81 (75.0)
Family Income		• Up to 5 th	15 (13.9)
• Less than 1000	56 (51.9)	• Up to 10 th	12(11.1)
• 1001-3000	39 (36.1)	• Up to 12 th	0 (0)
• 3001-5000	13 (12.0)	• Graduate & Above	0 (0)
• 50001 & above	0 (0)	Mothers Occupation	
Family type		• Self-employment	24(22.2)
• Single	60 (55.0)	• Service sector	12 (11.1)
• Joint	48 (45.0)	• Seasonal employment	23 (21.3)
District		• Agriculture & related	24 (22.2)
• Calicut	67(62.0)	• House wife	25 (23.1)
• Malappuram	41(48.0)	Father's occupation	
Educational status of adolescents		• Self-employment	54 (50.0)
• Studying	73 (67.6)	• Service sector	6 (5.4)
• Dropped studies	35 (32.4)	• Seasonal employment	26(24.1)
		• Agriculture & related	9 (8.3)
		• Not working	13 (12.0)

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Resilience capacity

The resilience capacity of adolescents was determined by the factors like gender and educational status. The level of resilience is also affected by the age and educational status of adolescents.

Resilience capacity and age

The level of resilience capacity was studied with respect to the age of the Paniya tribal adolescents. In the present study there were 56 (51.8%) adolescents who belonged to the age group of 12-14 and there were 23 (21.3%) adolescents between the age group of 14-16 along with 29 (26.8%) adolescents who belonged to the age group of 16-18.

Table 2, The frequency of the level of resilience capacity across the age

Age groups	Level of resilience capacity					
	Very low	Low	Moderately low	Moderately high	High	Very high
• 12-14	8(14.3)	0 (0)	6 (10.7)	3 (5.4)	24 (42.9)	15 (26.8)
• 14-16	0(0)	3 (13.0)	3 (13.0)	5 (21.7)	12 (52.2)	0 (0)
• 16-18	11(37.9)	7 (24.1)	4 (13.8)	5 (17.2)	2(6.8)	0 (0)

Resilience capacity and gender

The study revealed that there is a significant gender difference in experiencing resilience capacity (Table 1). Female adolescents reported high resilience than male adolescents (F-value: 102.824; $p < 0.01$). These findings lead to accept the H-2 hypothesis that there exists significant gender difference in resilience capacity among tribal adolescents at .01 confidence level.

Table 3, The resilience capacity across gender

Gender	Mean	df	F-value
Male	72.594	2	102.824**
Female	144.69		

** p-value significant at .01 level

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Resilience capacity and educational status

It is found that 32.4% of Paniya tribal adolescents had dropped their studies. Resilience is found higher among those who are attending the school than who dropped out from the school (F-value, 84.284, p-value >.01). Thus the H-3 hypothesis that the educational status of Paniya tribal adolescents has significant role in the resilience capacity is accepted at .01 confidence level.

Table 4, The level of resilience capacity in relation with educational status

Educational status	Level of resilience capacity					
	Very low	Low	Moderately low	Moderately high	High	Very high
• Studying	8(10.1)	3 (3.7)	9(11.4)	8(10.1)	36(45.5)	15 (19.0)
• Drop-out	10(28.0)	12(34.2)	6 (17.1)	5 (14.2)	3 (8.0)	0 (0)

Support function

Support function of the Paniya tribal adolescents were found to be determined by gender, educational status and family type.

Support Function and Gender

Gender is found to be a significant factor affecting the support function of adolescents (Table 3). The researcher found that there is a significant gender difference in the support function among tribal adolescents and female have more support function in comparison with males (F-value, 177.40 p-value >.01). Hence, the H-3 hypothesis that, there is a significant gender difference in the support function among tribal adolescents is accepted at .01 confidence level.

Table 5, Support function across gender

Gender	Mean	df	F-value
Male	9.67	2	177.40**
Female	24.43		

** p-value significant at .01 level

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Support Function and Educational Status

Support function is also found higher among those who are attending the school than who dropped out from the school (F-value, 103.40 p-value $>.01$). Thus the H-4 hypothesis that educational status has significant relationship with support function is accepted at .01 confidence level.

Support Function and Family Type

The type of the family to which the adolescent belong is a determining factor of his support function. The Paniya tribal adolescents who hail from joint family receive more support than those who hail from single family (F-value, 4.467, p-value $=.05$). These findings lead to accept the H-5 hypothesis that family type has significant relationship with support function is accepted at .01 confidence level.

Resilience and Support Function

Pearson correlation results showed that there is a significant positive correlation ($r = .853$; $p < .01$) between the variables of Resilience and Support function. These findings lead to accept the H-6 hypothesis that, there is a significant positive relationship between resilience and support function among the tribal adolescents of Kerala at .01 confidence level.

DISCUSSION

Paniya tribal community is the backward community of Kerala. The descriptive statistics of the demographical variables explain the living condition of the community. More than 50% of the adolescents reported that their monthly family income is less than Rs 1000. 80% of the adolescents reported that their mothers are illiterate and 81% of them reported that their fathers are illiterate. In the present study no illiterate adolescent was found, but there were many school drop-out (35%) adolescents in the community.

The level of the resilience capacity of Paniya tribal adolescent is determined by his age. The adolescents between the age group of 16-18 experienced low level of resilience capacity than the adolescents of other age group. Age along with other demographical variables plays an important role in the level of resilience capacity of the adolescents (Wasanga, Christman & Kilmer, (2003).

Resilience capacity is found to be higher among females with a mean score of 144.69 than males whose mean score is 72.52. It may be because females have more peer group support and family support than males (Antonucci & Akiyama, 1987). About one-third (29.6%) of the tribal adolescents dropped their studies before enrolling into the higher secondary level. The school

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going adolescents have higher mean score of resilience capacity (141.32) than the dropped out adolescents (68.65) this may be because school environment acts as a protective factor against the stressors of life (Benard, 1991).

Support function is found higher among the female adolescents than that of male adolescents. It may be due to the support they receive from various sources like family, school and peer group. The mean score of the support function of school going adolescents was 23.61 which is significantly higher than 9.24, the mean score of dropped out adolescents. The teacher student relationship increases the support function of an adolescent; adolescents view teachers as the most significant persons of their life (Hendry, Roberts, Glendinning & Coleman, 1992).

The adolescents who hailed from joint family have more support function (mean score=21.774) than those who belongs to nuclear family (mean score=16.44). This may due to the reason that there are more members in a joint family who can attend to the problems of the adolescents other than the parents. Living in the middle of cousins is like having friends inside the home itself (D'cruz & Bharat, 2001). Support function is also found higher among females (24.33) than males (9.61). There are research evidences to support the findings that females tend to have more confident relationships with relatives and friends than males (Due, Holstein, Lund, Modvig & Avulund, 1999).

Resilience and support function of the adolescents are positively related ($r=.853$) to each other. One of the reasons for this positive relationship may be that those who have reliable support systems can fight with the setbacks of the life in a more powerful way (Dumont & Provost, 1999). Another reason may be that the resilience capacity helps an individual to manage interpersonal relationships in more effective manner. The resilience capacity makes a person less likely to perceive threat on self, thus he will have less problems in relationships than non-resilient individuals (Leviene, Laufer, Stein, Hamama & Solomon, 2009).

CONCLUSION

Paniya community is the marginalized section of the society due to their socio-economic status. In the present study most of the adolescents reported that their parents are illiterate. Almost half of them reported that their family income is less than Rs.1000. These conditions make them vulnerable to stress and pressure to quit the studies. The researcher was not able to find an adolescent who is illiterate despite of finding the drop-outs.

The result of this study shows that the adolescents who are pursuing their education have significantly higher resilience capacity and support function than those who discontinued their studies. This may be due to the reason that adolescents who attend the school reported that they

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have someone to share their problems with, and they have someone to seek advice from, this increases the resilience capacity and support function of the tribal adolescents.

The dropped out students are deprived of the opportunity for recreational activities, because they are forced to take up the responsibility of family by involving in labour. Participating in recreational facilities reduces stress, and enhances social relationship which results in higher resilience and higher support function. Dropped out students are deprived of these facilities which leads to the lesser resilience capacity and lesser support function.

Females reported more resilience capacity and support function than males. One probable reason may be that, the female adolescents of Paniya tribal community are not going for labour. So they don't have the responsibility to earn the livelihood and they don't have to earn to support other family members. Other than this, females have more friends and support systems other than family members while comparing to males.

Government bodies and non-governmental organization must look into the issue of discontinuation of studies of adolescents of this area with immediate effect. Most of the time, adolescents are forced to take up the responsibility of the family by quitting their studies. Implementing "re registration in school" programme in this area can help some adolescents who wish to pursue higher education. The existence of gender inequality against any gender affects the equilibrium of the community and it can result in community damage at large. Government must implement programmes to address this issue.

IMPLICATION

Paniya tribal adolescents are facing problems of lack of educational facilities in their village. Male adolescents are forced to quit their studies at an early age to take up the responsibilities of the family. The community based programmes like income generating activities and skill development programmes must be implemented to address the issue of poverty which is a triggering factor for the discontinuation of studies. NGOs and state government must take up the responsibility of education continuation programmes for adolescence. In the current research, researcher has not found any illiterate adolescent, which means that there are high chances for the success of education continuation programmes.

LIMITATION

The study was limited to 6 Paniya tribe settlement areas, different findings might have found from other areas due to the geographical and economical features. The researcher ignored the tribal group other than Paniyas in the study, in Kerala there are other backward communities like Irula, Kadar and Cholla naikers.

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Locus of Control and Teacher Student Interaction of the Adolescent Students within the Prison of Shyness

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ABSTRACT

Background: Puberty is the time of stress and storms. shyness is one of the trait which determine their future interaction and interpretation of outer world. So this study tries to focus on this trait from the point of view of Indian culture where become shy is taken as a good trait of the students.

Aims: The present study aimed at understanding the shyness of the adolescent student and how shyness makes an impact on their interaction with teachers and their locus of control.

Sample: A sample of 150 students from Bengali and English medium school was selected from the 12 different schools.

Methods: The data were collected by using 4 different tools (interview schedule, shyness scale, teacher student interaction scale and locus of control inventory) and processed by applying ANOVA and correlational analysis.

Results: Results showed: 1. Level of shyness higher in case of females than males but the medium of instruction did not show any marked significance in case of shyness 2. Shyness had marked specificity in terms of both teacher student interaction and locus of control. 3. Shyness was positively correlated with other two factors.

Conclusion: It might be concluded that shyness is an important trait which make a qualitative difference among the students and it affect shy student's quality of life. It not only affect their academic life it also affect their interaction and relationship with others in all the domain of their life.

Keywords: *Shyness, Teacher Student Interaction and Locus of Control*

The late childhood and adolescent years are a time in which elevated self consciousness and preoccupation with social status are increasingly normative (Harter,1999).The onset of puberty brings an acutely new awareness of one's physical appearance, and also the ability to take both one's own perspective and the perspectives of others into account. Therefore others positive or negative evaluations become an increasingly salient component of self appraisals as children

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approach adolescence. In the current scenario students strive hard to achieve academic and social goals. With changing social and economic pattern of life, competition among the students is increased very much. It also found that shyness is the most influencing factor in this context. Shyness is a term which frequently used but often misinterpreted. It has the various meanings with regards people encounter difficulties in different social situations. For example, it refers to an individual's transitory experience, as well as to his or her stable characteristics. In this sense shyness involves cognitive, somatic and behavioral components (Crozier, 2001). Shyness as an emotional state is considered to be universal, a blend of fear and interest adoptive in evaluation. Shyness as a personality trait creates discomfort or inhibition in social situations and interferes with our suing one's interpersonal or professional goals (Henderson, et. al., 2010). Shyness also defined as the tendency to feel tense, worried or awkward during social interactions especially with unfamiliar people (Cheek, et. al., 1986). Zimbardo (1977), a pioneer in the study of shyness, argued that the condition exists as a continuum, ranging from the '*true blue*', chronically shy person (4% of the population) through those who are shy only in some situations, to the 'shy extroverts' who seem to be outgoing and sociable but may be feeling shy underneath (20% of the population). He suggested that shyness was a universal experience, affecting everybody to a greater or lesser extent. The cause and consequences of Shyness has multiple dimensions in student's life. However, except for possible genetic factors, it may be said that Shyness is the result of a process. This process can be explained in several ways, depending on the psychological current followed by the professional. Each current emphasizes a set of factors or causes (Parents-or one of them-is very aggressive, Silent or public humiliating experiences, critical relatives, shaming family problems and unaffectionate or cold families) to develop Shyness and related social problem.

Buss (1985) distinguishes between two types of shyness, namely fearful shy and Self conscious shy. Fearful shyness develops early in life and associated with high emotional reactivity leads to greater susceptibility to negative social conditioning and a tendency to display fear and a tendency to display fear and inhibition (Henderson, 2002). Self conscious shyness develops later in life and involves a tendency to be overtly aware of the public aspect of oneself as social object (Crozier, 2002).

Symptoms of shyness is act as the part of students overall personality or as a situation specific response to some particular factors. It is generally seen that students who are shy are less responsive in their classes. Some children have not developed effective conversational skills or they do not respond positively to their verbal initiations, and they have not had much opportunity to interact with peers and their teachers. (Honig, 1987; Thompson & Rudolph, 1992) the teacher is a central figure in any classroom learning environment especially Indian school settings where the teachers controls the teaching-learning process have with their students determines the nature of their interpersonal relationship and enables the teacher to improve their teaching practices. Today teachers and students spend a substantial amount of time interacting with one another in classroom (Gupta and Fisher, 2011). Brophy (1995) surveyed effective teachers to find out how

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they responded to shy students. He stated that to make a healthy class environment teacher should maintain a healthy interaction with the students who are shy to make them comfortable. In a study

Roorda, Debora; ten HageThijs, Jochem; Koomen, Helman, Judith (1998) try to found out the theoretical perspective to examine the interactions between Dutch teachers and students in the schools. Interpersonal Theory provides explanations for dyadic interaction behaviours by stating that complementary behaviours (dissimilar in terms of control and similar in terms of affiliation) elicit and sustain each other. Independent observers rated teachers and children's behaviour along the interpersonal dimensions of control and affiliation. Teachers reported on children's shyness and the quality of teacher student relationship. Multilevel modeling provided correlational evidence for complementarities within and between dyads. Cross lagged analyses revealed that teachers showed complementarities for control and that children showed complementarities for affiliation. Children also reacted complementarily with respect to control but only if they were shy and shared positive relationship with their teachers.

It has been found out from the several researches that attribution of the individuals is linked with the development and perpetuation of the shyness (Bruch and Pearl, 1995). Attributions refers to the causal judgment people make use in order to explain several events which happened in their life and others life (Fosterling, 1988). Causes are interpretations that are used by the perceiver to explain the relation between an event and outcome (Weiner, 1986). In this context Rotter (1966) introduced the concept locus of control that emphasized the individual's view about causality. Individuals characterized as "internal" perceive that outcomes were attributable to skills and "external" perceived outcomes were attributable to luck or fate. Bruch and Pearl (1995) found a strong relationship among causal factors locus, stability and uncontrollability with shyness. Their finding illustrated that from the causal dimensions controllability is the strong predictor of shyness and locus also provide some specific indication of shyness. They also mentioned that controllability corroborated more in predicting shyness, whilst locus of the persons also corroborated in predicting their shyness.

According to Henderson and Zimbardo (1998) shy people tend to reverse the concept of self enhancement bias. Generally bias causes individuals tendency to praise their accomplishment and externalize their failure. This attribution style preserves their self worth and encourages the maintenance of interpersonal and occupational needs. Shy individuals on the other hand seen to reverse their bias by holding themselves responsible for their disappointments and externalizing their achievements.

In the light of the above findings, the present research aimed to investigate the relationship between shyness and teacher student interaction and also try to investigate the relationship between shyness and locus of control of the secondary school students of West Bengal. In addition to this researcher also try to investigate the nature of the teacher student interaction and locus of control on the basis of shyness. Accordingly following objectives are drawn:

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- To study the nature of shyness among the male and female students.
- To study the nature of teacher student interaction of the students in terms of their level of shyness.
- To study the locus of control of the students in terms of their level of shyness.
- To study the interrelationship among the list of variable shyness, teacher student interaction and locus of control.

METHOD

Participants:

At first total 167 data was collected from the 12 different schools West Bengal. But 17 data was excluded because of excessive missing (>25%). The sample consist 150 school students (male and female). The data collected from the different districts of West Bengal, India. Students from both medium, that is, Bengali as the first language and English as the first language, were selected. Some criteria were selected by the investigators for inclusion and exclusion of the participants in the sample group. Those criteria's were (a) Students of class ix to xi whose mother tongue Bengali, (b) Age range – 14-17 years as inclusion criteria and (c) Candidate suffering from any chronic disease (d) Students who were irregular in attendance (e) Any history of misconduct in the school as exclusion criteria.

Measures:

In the present study 4 tools are used. Firstly a Background Information Schedule was administered for collecting relevant information relating to sex, age, socio-economic status, demographic information and other mental health related issues. A measure of shyness obtained by using shyness scale, this scale was developed by Chatterjee & Ray (2003). It was a 5-point scale rated as 1 to 5. Here 1 indicates 'never' and 5 indicates 'always' for positive item and vice-versa. The scoring rationale is that high scores indicated the greater degree of shyness and the low score indicates the lesser degree. Split Half Reliability Coefficient of the scale was .81.

A measure of teacher-student interaction was obtained by using Teacher-Student Interaction Scale which was developed by Gidden and Lovell (1968). Data was collected from students to measure their interaction with their teachers. It was a scale consisting 24 items with two types of response "yes" and "no". Here "yes" indicates a score of 1 and "no" indicates a score of 0, in case of positive items and vice-versa in case of negative items. Inter item correlation of this scale ranges from 0.26 to 0.64.

Lastly, Locus of Control Inventory, developed by Rotter (1966), was used to measure locus of control of the subjects. It consist total 29-item (within which six items are filler items) in which a high score indicates external locus of control and a low score indicates internal locus of control. Individuals with a high internal locus of control believe that events result primarily from

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their own behaviour and actions. Rotter(1966) reported corrected spilt half reliabilities of .65 for males and .79 for females and Kuder-Richardson coefficients for various samples in the .69 to .76 range.

Procedure:

At first, investigators identified different schools of both medium which are situated in the three different districts of West Bengal, India. An extra credit was offered to the students for their participation. Some ethical considerations were followed before administering the questionnaires, those were (i).The participants of the study had to give their informed consent in order to take participation in the study, (ii) Participation was entirely voluntary and participants were informed of the nature of the study, (iii) Confidentiality of the data was regarded as the utmost importance. After obtaining their informed consent, a set of questionnaires were present to them. Three variables which were selected for this study which is defined below:

Shyness:

Shyness may be defined experientially as excessive self-focus characterized by negative self-evaluation that creates discomfort and/or inhibition in social situations and interferes with pursuing one's interpersonal or professional goals. The experience of shyness can occur at any or all of the following levels: cognitive (e.g., excessive negative self evaluation), affective (e.g., heightened feelings of anxiety), physiological (e.g., racing heart), and behavioral (e.g., failure to respond appropriately) and may be triggered by a wide variety of situational cues.

Teacher Student Interaction:

The teacher is considered a central figure in any classroom learning environment especially in Indian school settings, where the teacher controls the teaching-learning process and directs the activities of students on a day to day basis. Thus, the interaction which students have with their teachers determines the nature of their interpersonal relationship with others and enables the students to improve their communication and interaction processes. Today teachers and students spend a substantial amount of time interacting with one another in the classroom. (Gupta and Fisher,2011)

Locus of Control:

Locus of Control refers to a person's belief in how the events of their lives are controlled. Those with an external Locus of Control believe external factors are responsible for the outcome of events in their lives, whereas those with an internal Locus of Control believe their behavior and the outcomes in their lives are a product of their own decisions (Hair, Renaud & Ramsay, 2007; Blanchard & Henle, 2008).

Based on extensive literature review four hypothesis were formulated :

HYPOTHESES:

Factorial design:

- Irrespective of sex, the nature of shyness of the student varies in terms of their sex and medium of teaching and interaction. (English and Bengali)
- Irrespective of sex, the nature of teacher student interaction of the students varies in terms of their level of shyness. (High and Low)
- Irrespective of sex, the nature of locus of control of the students varies in terms of their level of shyness. (High and Low)

Correlational design:

- The nature of interrelationship among the sets of variables- shyness, teacher student interaction and locus of control among the school students with high level of shyness and low level of shyness reveals dissimilarity.

To testing all this hypotheses several statistical analysis was done by the investigators (a) Central Tendencies and dispersion for each of the variables would be computed, (b) Necessary co-relation and test of significance of 'r' and ANOVA would be used to test the relationship, as well as pattern of contribution of the different test variables.

RESULTS

Primary analyses

Descriptive statistics of variable shyness were presented in Table 1 which indicates Mean and SD values of shyness of the secondary school students of both Bengali and English medium. It was found from the table that in case of Bengali medium school students female ($M=73.6$) were more shy than the male ($M=60.86$). The homogeneity of result also found in all the components of shyness, viz, Behavioural, Cognitive, Physiological and Affective. In all those four components, female scores were higher than the scores of male. But the opposite result found out in case of English medium school students. Here scores of male in shyness was higher than the female

ANOVA for shyness:

To test the research hypothesis 1, 2x2 ANOVA was performed. The result of ANOVA was presented in table 2. It was revealed from the table that the significant difference was come due to the sex ($F=6.98$) and its interaction ($F=8.94$) with different types of medium in case of overall shyness among the secondary school students. In case of different components, Behavioural, Cognitive and Physiological, of shyness variation came mainly due to sex as well as significant

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difference came due to interaction between sex and medium. But as such no significant difference came due to medium of interaction.

ANOVA for locus of control and teacher student interaction:

To test the research hypothesis 2 and 3, a 2x2 ANOVA was performed on the basis of level of shyness and sex. The result was listed in Table 3 which indicates mean value, mean difference and F ratio values of two variables, that is, teacher student interaction and locus of control on the basis of sex difference and different level of shyness of the students. From the table it was found that mean difference between the male and female students in teacher student interaction due to different level of shyness and sex were 2.0213 and 1.6056 respectively. It also shown from the table that a significant difference exists between male and female students due to different level of shyness ($F=9.584$) which was significant at 0.01 level and due to sex ($F=4.449$) which was significant at 0.05 level. It was also found that a significant difference come due to the interaction between level of shyness and sex ($F=5.563$)

In case of locus of control mean difference between male and female students due to sex and level of shyness were found to be 1.2611 and .9423 respectively. The result table also shown that a significant difference also exist between the male and female students due to sex ($F=6.348$) and different level of shyness ($F=3.436$) and both the results were significant at 0.05 level.

Correlation between shyness, locus of control and teacher student interaction:

Correlation values of this three components were shown in Table 4 which indicates the correlation value of the different components of the study. From the table it was found that shyness had a significant positive correlation with teacher student interaction ($r=.194$) which was significant at 0.05 level and also with the locus of control ($r=.325$) which was significant at 0.01 level.

DISCUSSION

In this section an attempt will be made to explain the results found by literature and research regarding various aspects of the study. While the result will be on significant and non significant result will also be discussed.

Research Hypothesis 1:

The first research hypothesis stated that the nature of shyness of the secondary school students varies in terms of their medium of instruction. The result pertaining to difference between the two groups of students (male and female) and the result indicated that there exists a significant difference between the male and female students. The result indicated that gender influenced as influencing factor in case of predicting shyness. It is a social taboo specially in country like India that boys if he is shy then it is discouraged by his parents and others during the interaction. But shyness among the girls was rewarded and encouraged by society (Radke-Yarrow, Ritchers

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&Wilson, 1988). The result of the study also showed a similar pattern with the study of Engfer (1993) and Stevenson-Hinde(1989). They also conclude that shyness in girls is likely to be rewarded and accepted by parents, whereas shyness in boys is more likely to be discouraged. In one longitudinal study, however, parents rated their daughters as slightly more shy than of their sons at 18 and 30 months, but not subsequently at 50 months (Mathiesen and Tambs, 1999). Also girls are not more likely than boys to be nominated by their peers as shy/anxious or socially withdrawn in late childhood (Rubin, Chen & Hymel, 1993). Yet in early adolescence some evidence indicates that girls tend to self report being shy more than boys (Crozier,1995)

Another area means medium of teaching plays not a significant role in predicting shyness. Though interaction between sex and medium of interaction produce a significant result but it cant be said that medium plays a significant role. The result of this finding also shows some similarity with the work of Chatterjee and Ray (2007).

Research Hypothesis 2:

The second hypothesis stated that irrespective of sex, the nature of the teacher student interaction of the students varies in terms of their different level of shyness (high and low). It was found from the result that a significant difference exists among the students in teacher student interaction due to different level of shyness and sex also. A similar pattern of results has been found in the school environment, as teachers tend to praise boys for outspoken behavior but praise girls restraining spontaneous conversation in the classroom (AAUW Educational Foundation, 1995).Asendorpf (1993) characterized shyness as reflecting two competing social motivations. Shy children often desire social interaction but this social approach motivation is inhibited by fear induced social avoidance (Coplan et.al., 1998). There is growing evidence to suggest a biological basis for early shyness and social inhibition during time of social interaction among the adolescents. Extremely shy and inhibited children are thought to possess a low threshold for physiological arousal, evidenced by a constellation of physiological characteristic that differentiate them from their uninhibited counterparts. (Marshall & Stevenson-Hinde, 2001). During later childhood and into adolescence, shyness becomes increasingly associated with loneliness, depression, social anxiety, lower self worth and the use of positive coping strategies (Crozier,1995, Eisenberg, Fabes, Spheard, Murphy & Guthire, 1998; Prior, Smart, Sanson & Oberklaid,2000). Moreover shy children are extremely risk for the development of anxiety disorder and lack of social interaction in the later childhood and adolescence (Schwartz, Snidman, Kagan,1999)

A significant difference in teacher student interaction also comes due to sex. Several research studies also support this notion. Research has shown that girls have an overall higher quality of relationship with teachers (O'Connor & McCartney,2006;Pianta & Stuhlman, 2004). In turn research has shown that high level of closeness is also beneficial for girls on measures of social competence and social interaction. This means that for girls, not boys, higher level of closeness in the relationship predicts school appropriate behavior and better social behavior such as being considerate of others (Ewing & Taylor, 2009). Whereas girls experience more closeness in

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teacher relationship which is an indicator of interaction with teachers. Teachers typically perceive relationship with boys to be less close and more conflictual. Indeed there is extensive support in the literature for the notion that teachers experience more conflict in relationship with boys (Baker, 2006, Haughes et.al., 2001; Ladd et.al., 2008, Murray et.al., 2008 & Pianta, 2001) and this conflict seems to particularly harm boys and their interaction with the teachers in classroom and outside the classroom. The increase in the amount of conflict in teacher-student relationship for boys has been linked to a decrease in school competence, an increase in hostile aggressive behavior (Ewing & Taylor, 2009) and lower grades (DiLalla, Marcus & Wright-Philips, 2004).

Research Hypothesis 3:

The third research hypothesis was irrespective of sex, the nature of locus of control of the students varies in terms of their level of shyness. From the result it was found that a significant difference between the students locus of control comes due to level of shyness and sex. Previous researches in this field also support the result of the study. Bruch and Pearl (1995) found a strong relationship between shyness and locus of control. This result of the study also supports this notion. Hence research supports the result of that present study. It was also found from the research of Henderson and Zimbardo (1998) shy individuals self enhancement bias also play a reverse role.

A study on shy and non shy persons also indicated that both shy and non shy individuals are inclined to ascribe other hypothetical individuals' behavior to internal causes. But non shy individuals were inclined to ascribe their own behavior to external causes. This may like to be shy persons were more self conscious than the non shy individuals. As a result shy individuals ascribe their own behaviours to internal causes (Alm and Lindberg, 1999). In another study it was also found that shy individuals more frequently than non shy individuals stated that negative outcomes were caused by stable internal causes such as shyness or (lack of) intelligence. Also, non shy individuals than shy individuals stated more frequently than shy individuals that positive outcomes were determined by stable internal causes, whereas shy individuals more frequently than non shy individuals stated that these outcomes were caused by unstable internal causes (Teglasi and Hoffman, 1982).

Research Hypothesis 4:

The fourth hypothesis stated intercorelation among all the variables. It was found that from the result, shyness was correlated with both teacher student interaction and locus of control. Positively. Several researches indicated that persons who were shy face a great deal of problem during their time of social interaction in social gatherings, school and workplace. So it was found from the researches that shyness and social interaction has a relationship with each other (Rosenbaum, Biederman, Hirshfield, Bolduc & Chaloff, 1991). These researches also support the result of the present study. Shyness and locus of control also positively correlated with each other previous researches in this area also find the same thing (Alm & Lindberg, 1999).

CONCLUSION

There seems to be a relationship between shyness and teacher student interaction of the students. It was also found that shyness was positively correlated with teacher student interaction and locus of control of the students. Also it was found that shy and non shy students were differing significantly in both teacher student interaction and locus of control. Therefore it was said that shyness may also play an important role in predicting students different types of locus or how they interpret or analyze different event in their life. In summary, the finding of the study suggests that the quality of life for shy students was less than pleasant. Shy students were sometimes socially different, anxious, lonely, rejected and insecure in social situations. They fail to exhibit a good interpersonal communication skill and tend to believe themselves to be deficient in social skills and interaction with others.

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Tables

Table -1: Mean & SD Value Of Shyness &Its Components

Components Of Shyness		English		Bengali	
		Male	Female	Male	Female
Overall	Mean	69.80	68.93	60.86	73.60
	Sd	16.35	14.49	10.08	8.23
Behavioural	Mean	22.96	22.65	19.06	23.40
	Sd	6.99	6.71	5.08	3.97
Physiological	Mean	9.33	9.66	10.16	10.56
	Sd	2.82	2.32	2.29	2.52
Cognitive	Mean	22.90	23.80	18.53	21.70
	Sd	5.70	5.13	4.28	3.58
Affective	Mean	14.63	14.63	13.10	17.76
	Sd	4.45	4.45	3.56	3.27

Table 2: F-Ratio Value Of The Shyness & Its Different Components

Components Of Shyness	Sources Of Variation	F-Ratio
Overall	Sex	6.98*
	Medium	1.02
	Interaction	8.94*
Behavioural	Sex	4.69*
	Medium	1.30
	Interaction	3.89*
Cognitive	Sex	4.67*
	Medium	3.38
	Interaction	3.75*
Affective	Sex	3.40
	Medium	10.96*
	Interaction	2.64
Physiological	Sex	6.80*
	Medium	0.25
	Interaction	14.45*

*significant at 0.05level

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Table 3: Mean, Mean Difference And F-Ratio Values For Teacher Student Interaction And Locus Of Control According To Sex And Different Level Of Shyness.

Components	Mean Values & Mean Differences Of Scores Of Students		The Values Of F-Ratio Sources For Variation Due To		
	Sex Difference (Male & Female)	Different Level Of Shyness (High & Low)	Sex Difference	Level Of Shyness	Interaction Between Sex And Level Of Shyness
Teacher Student Interaction	Male=10.05 Female=11.6556 Difference=1.6056	High=10.9444 Low=8.9231 Difference=2.0213	4.449*	9.584**	5.563*
Locus Of Control	Male=8.922 Female=10.1833 Difference=1.2611	High=9.9167 Low=8.9744 Difference=.9423	6.348*	3.436*	1.161

*F value significant at 0.05 level

** F value significant at 0.01 level

Table 4: Correlation Values among Shyness, Teacher Student Interaction And Locus Of Control.

Components	Teacher Student Interaction	Shyness	Locus of Control
Teacher Student Interaction	1		
Shyness	.194*	1	
Locus of Control	.016	.325**	1

*r value significant at 0.05 level

**r value significant at 0.01 level

Psychological Capital as Predictor of Organizational Commitment and Organizational Citizenship Behavior

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ABSTRACT

This paper examined psychological capital in two types of organizations: public and private schools. This study explained how psychological capital effects organizational commitment and organizational citizenship behavior in public and private schools. The sample includes 150 employees, 75 each from two types of schools. Various dimensions of Psychological Capital were measured by scale developed by Luthan, Youssef & Avolio. Organizational Commitment was measured by Allen & Meyer's scale and Organizational Citizenship Behavior by a scale developed by Podsakoff. The result obtained from Pearson correlation and stepwise multiple regressions and it showed that all the dimensions of psychological capital were significantly different in the both the kind of schools. Regression analyses showed that psychological capital as a whole can predict organizational commitment and organizational citizenship behavior in both kinds of schools. The theoretical framework proposed in the paper on Psychological Capital would help the researchers and management people to understand the impact of Psychological Capital on organizational commitment and organizational citizenship behavior. It also supports the view of previous researchers that Psychological Capital is a significant positive organizational behavior variable, as it is capable of performance improvement and is open to development.

Keywords: *Psychological Capital, Organizational commitment, Organizational Citizenship Behavior, Public and Private schools*

Constructive organizational behavior and psychological capital are very significant advances and their origin can be outlined to positive psychology movement in Psychology. Human capital was conceptualized by Fitzenz (2000). According to him, Human Capital comprises of four subcategories: Psychological capital, Intellectual capital, Emotional capital, and Social capital, collectively known as "PIES". The concept of Psychological capital is anticipated as one of vital dimension of human capital which can benefit to solve the human issues in the organizations.

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Psychological capital can be described as an individual's positive psychological state of development, which consists of four dimensions: self-efficacy/confidence, hope, optimism, and resiliency. The rise of the positive psychology movement resulted in increase in awareness on the significance that positive psychological strengths and dimensions can have on human working. Luthans (2002a, 2002b) and Cameroon et al. (2003) made the efforts to further expand positive psychology movement to the work areas which concluded in the publication of an edited volume on Positive Organization Behavior (Nelson & Cooper, 2007).

As stated above, the psychological capital is a composite construct consisting of four dimensions – confidence (efficacy), hope, optimism and resilience (Luthan, Luthans, & Luthans, 2004), description of these dimensions are presented below:

- (1) **Confidence/ Self-efficacy:** It refers to people's convictions about their own capacity for successfully executing a course of action that leads to a desired outcome (Bandura, 1997).
- (2) **Self-confidence:** people having high level of self-confidence, select challenging job and attempt to successfully accomplish their objectives. Confident people achieve goals and continue even in presence of obstacles. Bandura (2000) has noted that self-efficacy plays a critical role in important human performance determinants such as goals, aspirations, and the perceived opportunities of a given project. Stajkovic and Luthans (1998) conducted a meta-analysis of 114 studies and 21,616 subjects and found a positive and highly significant .38 weighted average correlation between self-efficacy and performance outcomes.
- (3) **Hope:** Snyder (2000) explains that hope is a multidimensional concept which consists of both a person's willpower to make and maintain efforts toward goals and that individual's ability to discern alternative courses of action to attain those goals. It is a motivational state that has three elements – goal, action and strategies. Hopeful people have the need to achieve goals and have the capability to develop various strategies toward goal accomplishment.
- (4) **Optimism:** Luthans and Youssef (2004) defines optimism as "explanatory style that attributes positive events to internal, permanent and pervasive causes and negative events to external, temporary and situation specific one's". Optimistic people take credit for good things that happen to boost morale and distance themselves from bad things that happen. Optimism has been associated with the improvement of performance (Martin, Sarrzon, Peterson & Famose, 2003).
- (5) **Resilience:** It refers to having the capacity to bounce back from adversity, failure or even seeming overwhelming positive changes such as increased responsibility. Resilient

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individuals possess a 'staunch acceptance of reality, a deep belief, often buttressed by strongly held values, that life is meaningful and an uncanny ability to improvise' (Coutu, 2002). Recent analysis by organizational scholars suggests that resilient people can thrive and grow through setbacks and difficulties.

Each of the above mentioned elements of psychological capital has been explored to some extent within the organizational literature (Petersons & Luthans, 2003; Schepman & Richmond, 2003). Luthans and colleagues have demonstrated a clear linkage between psychological strengths and positive workplace outcomes in a variety of contexts and industries. For example, Peterson and Luthans (2003) have noted that leader's hope significantly relates to business unit financial performance (.35), employee satisfaction(.41), and employee retention (.37), while another study focused on entrepreneurs indicated a significant positive link (.57)between the business founder's reported hope levels and his/her satisfaction with business ownership (Jensen & Luthans, 2002). A study of Chinese manufacturing employees (Luthans et al., 2004) also indicates a significant positive link between work performance and the workers' levels of resiliency (.36) and hope (.25). Seligman (1990) found a highly significant linkage between measured optimism and performance in the life insurance industry.

The research so far suggests that psychological capital is negatively related to employee absenteeism, employee cynicism and intentions to quit, and positively related to job satisfaction, commitment, organizational citizenship behaviors, employee performance and leadership effectiveness (Luthans, Avolio, Walumbwa, & Li, 2004). These results have also been successfully replicated in China (Zhong, 2007). However, we couldn't find studies on it in the Indian context.

Organizational commitment can be defined as power of an individual's identification with and involvement in a particular organization (Curry, et al., 1986). As a psychological variable, commitment symbolizes employee's association with the organization and effects membership in the organization(Meyer & Allen, 1991). It has three components: affective attachment to the organization (affective commitment),perceived cost associated with leaving the organization(continuance commitment), and obligation to remain with the organization (normative commitment).

Organizational Citizenship Behavior can be defined as those workplace behaviors which are not defined in formal organizational reward system but have an impact of effective working of an organization (Greenberg 2005; Organ 1988; Organ & Konovsky 1989; Zellars, Tepper & Duffy, 2002). Organ's definition of Organizational Citizenship Behavior includes three aspects: Organizational Citizenship Behavior is optional behaviors which not a part of formal organizational reward system; Organizational Citizenship Behavior is beyond the requirement of Job description; and Organizational Citizenship Behavior is positively linked with organizational effectiveness. These kinds of behaviors are not required by the job or in case of any negligence,

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there will be no punishment; they are mostly personally preferred (Padsokoff et al., 2000: 513). “Volunteer” means there is nothing required by a job, the act is done without any compulsory rule. Greenberg and Baron defined OCB as working beyond the requirements of a job. So it can be concluded that volunteerism is the basis of OCB (Özdevecioğlu, 2003: 118). Various dimensions of OCB are as follows:

Dimensions	Description	Business setting Examples	Academic setting Examples
Courtesy	The thoughtful and selfless behaviors that prevent work-related problems for others.	To inform your supervisor in case of delay for a meeting.	To inform lecture when unable to attend the class (Student’s perspective); To inform team leader/member when unable to attend the meeting (Lecturer’s perspective).
Conscientiousness	The tendency of going the extra mile then required in order to be more productive in organizational setup.	When required arrive early and staying late in the office.	Submit assignments on time (Student’s perspective) Voluntarily doing more work which is not assigned (Lecturer’s perspective).
Personal Support	Voluntary participation in, and support of, organizational functions of both a Professional and social nature for the organization’s best interests.	Attend optional meetings, training sessions, etc.	Volunteer to help organize or participate in college activities such as campus social events, speakers’ series, and philanthropic activities.
Sportsmanship	A willingness to endure the inevitable problems and compulsions that exist in an organization without complaining, and doing so with a optimistic approach.	Abstain from complaining about overtime to complete a project.	Abstain from complaining when team members do not subsidize alike to team projects.

OBJECTIVES OF THE STUDY

The following objectives were framed for the study:

- (i) To determine the relationship between Psychological Capital and employees' commitment level
- (ii) To determine the relationship between Psychological Capital and employees' level of organizational citizenship behavior
- (iii) To determine if Psychological Capital can predict employees' commitment level
- (iv) To determine if Psychological Capital can predict employees' level of organizational citizenship behavior

RESEARCH METHODOLOGY

Research Structure

The research structure is drawn according to the research purposes. The research structure is presented in Figure1.

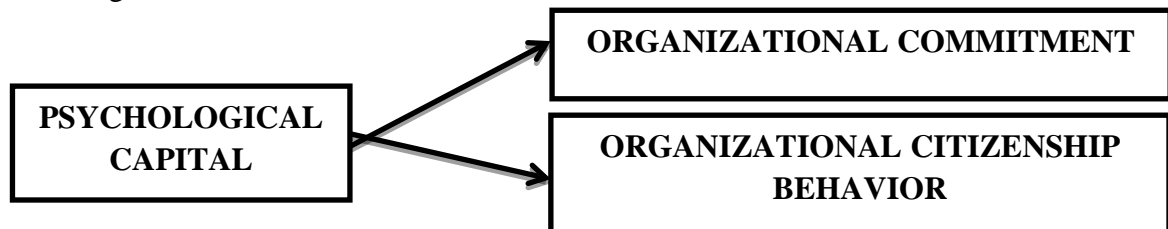


Figure 1: Research Structure

HYPOTHESES

Hypothesis 1: There is significant relationship between Psychological Capital and Organizational commitment

Hypothesis 2: There is significant relationship between Psychological Capital and Organizational Citizenship Behavior

Hypothesis 3: Psychological Capital can significantly predict the value of Organizational commitment.

Hypothesis 4: Psychological Capital can significantly predict the value of Organizational Citizenship Behavior.

RESEARCH DESIGN

The present study was Descriptive in nature. The proposed relationship was tested on a sample of 150 teachers of public and private school. The questionnaire was prepared in printed and online versions. The questionnaire contained a cover letter which provided brief instructions to the respondents and informed them of the purpose of the study. In almost all cases, questionnaires were personally distributed to the respondents and a brief verbal introduction about the purpose of the study was given. For the online version, emails were sent personally; it contained an introduction and hyperlinks to the two parts of the questionnaire. A total of 100 printed versions of the questionnaires were distributed; of these, 82 were returned by the respondents (82% gross

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response rate). The online version of the questionnaire was e-mailed to 100 respondents; 68 responded to both parts (68% net response rate). Thus the final sample available for analysis was that of 150 respondents

Tools

Scale 1: Psychological Capital (Luthan, Youssef & Avolio, 2007b)

This scale analyzed four dimensions of **Psychological Capital: Hope**, Optimism, self-efficacy and resilience. The scale had 24 items i.e., 6 items of each dimension. This is a 7 point scale and scores on the scale varies from 1= strongly disagree to 7= strongly agree.

Scale 2: Organizational commitment (Allen & Meyer, 1990)

It is a 24-item scale as a measure of organizational commitment having three factors of commitment (affective, normative, and continuance). This is a 7 point scale and scores on the scale varies from 1= strongly disagree to 7= strongly agree.

Scale 3: Organizational Citizenship Behavior scale (Podsakoff, 1990)

This scale consisted of four parts (total 19 items). The sub dimensions of scale are personal support, conscientious, courtesy and sportsmanship. The 5 of these 19 items are about the personal support, 4 for conscientious, 5 for courtesy and 5 for sportsmanship. It was developed by Podsakoff.

Sample

The present study was conducted on 150 teachers of public and private schools, located in Delhi NCR region. Respondent's brief profile is mentioned below:

S.No.	Background of Respondents		Public Schools		Private Schools	
			Number	Percentage	Number	Percentage
01	Gender	Male	12	8	34	23
		Female	46	31	58	38
02	Age Group	20 – 25 years	4	3	7	5
		26 – 30 years	10	7	22	15
		31 - 35 years	31	21	48	32
		Above 35 years	15	10	13	8
03	Tenure of working	Less than 1 year	5	3	7	4
		1 – 5 years	21	14	37	25
		6 – 10 years	18	12	19	13
		More than 10 years	27	18	16	11

Table 1: Respondents Profile

FINDINGS AND DISCUSSION

In statistics, Cronbach's (alpha) is a coefficient of internal consistency. It is commonly used as an estimate of the reliability of a psychometric test for a sample of examinees. Theoretically, alpha varies from zero to 1, since it is the ratio of two variances. Empirically, however, can take on any value less than or equal to 1, including negative values, although only positive values make sense. Higher values of are more desirable.

S.No.	Scales	Cronbach's Alpha Reliability Coefficient
01	Psychological Capital (Luthan, Youssef & Avolio, 2007b)	.864
02	Organizational commitment (Allen & Meyer, 1990)	.879
03	Organizational Citizenship Behavior scale (Podsakoff, 1990)	.819

Table 2: Reliability Alpha score

The internal consistency of items was assessed by computing the total reliability of all the scale. The total reliability scale for the study is mentioned in Table 2, indicating an overall reliability factor as good for all the scales. This reliability value for study is substantial considering the fact that the highest reliability that can be obtained 1.0.

Data Analysis Methods

Correlation Analysis

Pearson correlation coefficient was computed to find out the relationship between the variables:

	MEAN	S.D.	PC	OC	OCB
PC	156.35	5.51	1		
OC	52.64	8.98	.59**	1	
OCB	114.56	18.91	.72**	.64**	1

** $p < 0.05$

It can be observed that there is significant relationship between Psychological Capital perceptions and Organizational commitment as $r = 0.59$ and hence **Hypothesis 1** has been accepted at 0.05 level of significance. Moreover Psychological Capital perceptions is also significantly correlated with Organizational Citizenship Behavior ($r=0.72$) and Organizational Commitment is also significantly correlated with Organizational Citizenship Behavior ($r=0.64$), thus **Hypothesis 2** is accepted.

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Regression Analysis

Regression analysis is being done to find the relationship between certain dimensions and variables. Linear regression attempts to model the relationship between two variables by fitting a linear equation to observed data. One variable is considered to be an explanatory variable, and the other is considered to be a dependent variable. Psychological Capital is taken as the independent variables while all other variables: Organizational Commitment and Organizational Citizenship Behavior are taken as the dependent variable. Stepwise Regression analysis has been done on the variables.

Variables	R	R ²	Adj R ²	S.E. of Estimate	F-value	Sig
ORGANIZATIONAL COMMITMENT Psychological Capital	.59	.35	.031	5.42929	7.905	.005
ORGANIZATIONAL CITIZENSHIP BEHAVIOR Psychological Capital	.72	.84	.080	18.13910	19.852	.000

Table 4: Stepwise Multiple Regression Analysis

Table 4 represents Stepwise Multiple Regression Analysis to predict values of Organizational Commitment and Organizational Citizenship Behavior using Psychological Capital as Independent Variable. Organizational Commitment has been predicted by Psychological Capital where $R = .59$, $R^2 = .35$ and $F = 7.905$. 35% variance in Organizational Commitment is being caused by Psychological Capital. Thus **Hypothesis 3** is accepted.

Organizational Citizenship Behavior has been predicted by Psychological Capital where $R = .72$, $R^2 = .84$ and $F = 19.852$. 84% variance in Organizational Citizenship Behavior is being caused by Psychological Capital. **Hypothesis 4** is accepted.

CONCLUSION

The need for the study was particularly because the existing literature on the relationship between Psychological Capital and work outcomes, has not fully explained the possible causes for the influence of Psychological Capital on work outcomes. Positive organizational behavior and psychological capital have implications for many personal and organizational related constructs but not many Indian studies could be found on this. It further explains that if organizations seriously promote positive organizational culture, it will help in developing psychological capital in the organizations which would ultimately help the organizational bottom line. The results of the present study also revealed that Psychological Capital is related to many other personal and organizational outcomes, it is imperative for the organizations to invest in developing psychological capital to really harness its benefits both for the employees and also for

itself. The present research revealed that psychological capital in order to have positive work outcomes.

LIMITATIONS

This study is limited by the sample characteristics as it was conducted amongst limited teachers of public and private schools. The participants were predominantly female. It is not known whether the results would be applicable to other contextual settings or organizations. Generalizability of the present findings should therefore be examined in future research for other types of organizations, for mixed gender, and for more heterogeneous samples.

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Effectiveness of the Art of Living YES+ Programme on College Students

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ABSTRACT

During Examination sports and entrance tests Peer Pressure is very much common. It is experienced in human relations too. So how can we cope with everything? The Art of Living YES⁺(The Youth Empowerment Seminar) programme is a life skills programme. It is composed of three modules: Healthy Body, Healthy Mind and Healthy Lifestyle. The Art of Living YES⁺ Programme is based on- Sudarshan Kriya, Meditation and breathing techniques, Techniques for mental focus and concentration, Techniques for overcoming fear and anxiety, Interactive process, team games, Food awareness, Group discussions, Learning through fun and games, service to others, confidence building and leadership. The researcher developed a rating scale for measuring YES⁺ programme. Post test only experimental group design was used in this research. The students of IRMA (Institute of Rural Management), Anand made the population for the study. For content analysis X² was found out and interpretation is derived from the result.

College students have shown positive tendency about YES⁺ programme. It is suggested that such programmes can be implemented on various groups at colleges and in higher education to enhance the positive life skills and better living and life style.

Keywords: *Effectiveness, the Art of Living YES+ Programme, College Students*

During Examination sports and entrance tests Peer Pressure is very much common. It is experienced in human relations too. So how can we cope with everything?

The Art of Living YES⁺(The Youth Empowerment Seminar) programme is a life skills programme. It is composed of three modules: Healthy Body, Healthy Mind and Healthy Lifestyle.

One of the key characteristics of the educational programs offered by the foundation is giving practical knowledge, techniques and skills that help people cope with stress and stressful situation, remove their influences and handle more efficiently with different tasks and demands in daily life, while at the same time improving health and achieving better quality of life.

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• **The Art of Living Foundation:**

"My Vision is a Stress-free, Violence free world"

- Sri SriRavishankar

Sri SriRavishankarji is a humanitarian and spiritual leader, an ambassador of peace and human values. He found The Art of Living Foundation, one of the largest international non-government organizations through his work; Sri Sri has inspired millions of people around the world with a vision of a stress-free, violence-free world. He has founded courses that provide techniques and tools to live a deeper, more joyous life and he has established nonprofit organization that recognize a common human identity above the boundaries at race, nationality and religion.

THE ART OF LIVING YES+ PROGRAMME:

YES⁺ is a programme based on life skills. It is composed of three modules:

- Healthy Body
- Healthy Mind
- Healthy Lifestyle

• **Healthy Body:**

The health body module consists of physical activity that includes yoga stretches, mindful eating processes and interactive discussions about food and nutrition.

• **Healthy Mind:**

The healthy mind module includes stress management and relaxation techniques. Breathing exercises (eg.,SudarshanKriya) and mindfulness techniques are used to calm the mind, bringing awareness to the moment and enhancing concentration. Group processes promote personal responsibility respect, honesty, and service to others.

• **Healthy Lifestyle:**

In the healthy Lifestyle module students learn strategies for handling challenging emotional and social situations, especially peer pressure. Mindful decision making and leadership skills are taught via interactive games come and see the world from a different point of view.

YES⁺ PROGRAMME CONTENTS:

The Art of Living YES⁺Programme is based on- SudarshanKriya, Meditation and breathing techniques, Techniques for mental focus and concentration, Techniques for overcoming fear and anxiety, Interactive process, team games, Food awareness, Group discussions, Learning through fun and games, service to others, confidence building and leadership.

Overview of the Programme:

- Age Group :18 to 30 Years
- Course duration :4 to 6 days
- Time Per day :3 to 4 hours.

RESEARCH QUESTIONS:

- What is YES⁺programme?
- How could the YES⁺Programme be useful for students?
- What will be the effect of YES⁺Programme on student's behavior?

OBJECTIVES OF THE STUDY:

- To construct rating scale for measuring YES⁺programme.
- To try-out YES⁺programme in college.
- To study the effectiveness of YES⁺programme through quantitative analysis.
- To derive educational implications and make recommendation for YES⁺programme.

Research Methodology:

- YES⁺programme was applied by Art of Living teacher.
- The researcher developed a rating scale for measuring YES⁺programme. The data was collected and processed by statistical analysis and interpretations are derived.
- Post test only experimental group design was used in this research.

Population and Sample:

The students of IRMA (Institute of Rural Management), Anand made the population for the study. 40 students were given a rating scale. This was a sample for the study. which was random representative sample.

Construction of a Tool:

The researcher had constructed a rating scale comprised of Attributes. After expert's opinions ten attributes were included in this rating scale. The rating scale was administered on students after the programme.

Statistical Data Analysis:

For content analysis X^2 was found out and interpretation is derived from the result.

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College students understanding about YES⁺ programme

No.	Attributes	A	B	C	D	E	X ² Value	Sign.
1.	SudarshanKriya	25	14	01	00	00	62.74	**
2.	Peace of Mind	25	10	04	01	00	52.74	**
3.	Patience	19	14	06	01	00	34.24	**
4.	Satisfaction	24	10	04	02	00	47	**
5.	Leadership	25	11	03	01	00	54.48	**
6.	Creativity	23	10	05	02	00	42.24	**
7.	Dynamism	20	14	04	02	00	37	**
8.	Team Work	22	12	05	01	00	41.74	**
9.	Life Style	24	10	05	01	00	47.74	**
10.	Efficiency	25	08	05	02	00	49.74	**

*indicates significance at 0.05 level.

**does not indicate significance at 0.05 level

df=4, at 0.05 level sign.value is 9.488.

- A = Strongly Agree
B = Agree
C = Uncertain
D = Disagree
E = Strongly Disagree.

For the attributes 1 to 10 the value of X^2 at df=4 and at 0.05 level the calculated X^2 value > table value. Hence it can be said that difference is significant. The null hypothesis is rejected. So the data is not normally distributed.

From above analysis it could be interpreted that the college students had not given their choice at random. Hence specific opinions on positive YES⁺ programme are generated from their chosen frequencies.

FINDINGS OF THE STUDY:

- The college students' responses for the attributes of rating scale has generated specific opinions. Their level of understanding about Yes⁺ programme from statistical interpretation of X^2 is showing general choice about attributes.
- College students have shown positive tendency about YES⁺ programme.

CONCLUSION:

The Art of Living YES⁺ programme is based on a unique approach, process of social interaction, the use of breath as a link between human mental state and situation they face. Students were more positive. YES⁺ programme was found more effective on the students of IRMA.

It is suggested that such programmes can be implemented on various groups at colleges and in higher education to enhance the positive life skills and better living and life style.

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Effectiveness of Parent Occupation on Mental Health, Self-Esteem, and Subjective Well-Being among College Students

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ABSTRACT

The present study has been carried out with the aim of investigating the college students mental health status (and its subscales likewise, attitude toward the self, self-actualization, integration, autonomy, perception of reality, environmental mastery), self-esteem, and subjective well-being based on their parents occupation. The sample of the study consisted of 750 college students studying in different college of Visakhapatnam city (India), selected through stratified sampling method. In order to collect data, the Mental Health status, (M.H.S. Scale) by P. Gireesan & Sananda Raj,(1988), Self-Esteem Inventory by Thomas, & Sananda Raj, and Subjective Well-Being Inventory, by Suhany, B, T & Sananda Raj, (2002) and personal information schedule, were used. The data were analyzed using One way ANOVA as well as Duncan test. The result indicated that College students, whose; their father's Occupation comes in Semi professional category had higher level of mental health, self-actualization, integration, perception of reality, and environmental mastery than others. College students, whose; their father's Occupation comes in High professional category had higher level of subjective well-being than others. College students, whose; their Mother's Occupation comes in semi professional category had more mental health, self-actualization, perception of reality, than others. College students, whose; their Mother's Occupation comes in High professional category had more integration, and environmental mastery than others.

Keywords: *Mental Health Status, Self-Esteem, Subjective Well-Being, Parents Occupation, College Students.*

The mental health needs of university students have become an international focus of attention in the world during the past decade. It can be certainly stated that the Mental Health, Self-esteem, and Subjective Well-being is the most important need of all the human beings across the world to achieve perfection and excellent aims. The mental health in all periods of life is of great importance, So that the Mental Health is a very imperative factor in any dynamic societies, particularly college students who have a vital role in manipulating Mental Health. It is now

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known that mental disorders affect all age groups and are responsible for ample social and financial costs (Campos, 2007).

Adler (1870) mentioned that mental health is some people have a "stable social network" integrated. mental health means having goals in life, having a solid philosophy for living, family and social relationships, optimal and sustainable benefit for fellows, courage, decisiveness, having control over emotions, goal the final realization of accomplishment and self-acceptance problems and try to solve possible errors (Kord T & Mohammady Far, 2009).

In Jahoda (1958) point of views the aspects of attitudes toward the self, growth and development, self-actualization, integration of personality and environmental mastery must be considered in judging whether a person is mentally healthy or not.

In the present investigation Mental Health is considered as not merely the absence of mental illness but also the presence of Subjective Well-being, and Self-esteem. According to Keyes (2013), mental health is refer to the absence of mental illness and the presence of high level of well-being. The present investigation introduced mental health on the basis of Jahoda (1958) definition and included six variables likewise:

- Attitude toward the self: means, self-Acceptance, self-concept, sense of identity, growth, development.
- Self-actualization: denote, utilize ones abilities, motivational processes, and investment in living.
- Integration: imply, unifying outlook of life and resistance to stress, and refers to relatedness of all processes and attributes in an individual.
- Autonomy: denote self-reliance in decision making, (a relation between individual and environment with regard to decision making.
- Perception of Reality: means free from need distortion. Healthy Perception of Reality is refer to what the individual sees corresponds to what is actually there.
- Environmental Mastery: represent ability to love work and play, adequacy in interpersonal relations, efficiency in solving problems, for better understanding the behaviour of college students.

According to Morganett (2005), Self esteem considered as a form of self-acceptance, personal appreciation and subjective respect of one's own, and evaluate the difference between their image of self and ideal self. the self esteem level of the individual can be state by looking at the discrepancy between how the individual perceive oneself and the self they would like to be (Pişkin, 2004). Self esteem represents the individual's feelings such as self acceptance, personal appreciation, overall acceptance of the personality and self-love (Adams and Gullota, 1989).

Rosenberg (1965) defines self esteem as negative and positive attitude of the individual to oneself. According to him, self esteem arises in the result of self-evaluation of the individual. The judgment attained as a consequence of self-evaluation is indicative for the level of self esteem.

Self-esteem is the necessary to improve Mental Health of college students in community, which in the recent decades it has been considered as a fundamental factor in Mental Health in

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order to growth and prosperity of students, and described by the terms such as self-confidence, self-worth, self-assurance, self-efficacy, self-satisfaction, and self-acceptance. Problems encountered by students may have some adverse effects on the Self-esteem and Subjective Well-being level (Dost, 2006) of college students. Subjective Well-being and Self-esteem are two major indicators of the positive feature of an individual.

Happiness and satisfaction are studied as subjective well-being (SWB), which comprises life-satisfaction, positive affect (feelings of energy and engagement), and lack of negative affect (distress and anxiety) (Diener et al., 2003; Schimmack, 2008).

Subjective Well-Being defined as perceptions, evaluations and aspiration of people on their lives (Campbell et al, 1976), SWB is refer to general life satisfaction as well as the relative frequency of negative and positive affect (Diener et al., 1999), it is considered as People evaluation of their lives with respect to cognitive judgment such as life satisfaction and include positive measures and not only the absence of negative ones (Diener 1984). Thus, high levels of positive affect foster sociability and physical health (Lyubomirsky, King, & Diener, 2005), indicating that SWB is more than just a pleasant state of mind. Personality traits such as extraversion and neuroticism are strong predictors of SWB (Costa & McCrae, 1980; Steel, Schmidt, & Shultz, 2008). The person with Lower levels of SWB have been linked to a chronic illness (Diener and Chan, 2011; Howell et al., 2007; Lyubomirsky et al., 2005), premature mortality (Kimm et al., 2012; Koivumaa-Honkanen et al., 2000; St. John et al., 2014), and suicidality (Koivumaa-Honkanen et al., 2001; Rissanen et al., 2011).

Parent's occupation is considered as the most important factor influencing mental health, self-esteem, and subjective well-being of college students, so that there has been a global interest in determining the impact of Parent's occupation on mental health status, self-esteem, and subjective well-being of their children.

The problem of the present investigation is entitled as: **“Effectiveness Of Parent Occupation On Mental Health, Self-Esteem, And Subjective Well-Being Among College Students”**.

The aim of the study is to find out the differences among college students, based on their fathers' occupation in variables namely: Mental Health, Attitude toward the self, Self-actualization, Integration, Autonomy, Perception of reality, Environmental mastery, Self-Esteem, and Subjective Well-being.

OBJECTIVES:

1. To investigate the differences among college students based on Father's and Mother's Occupation in terms of their Mental Health.
2. To study the differences among college students based on Father's and Mother's Occupation in terms of their Mental Health Subscales likewise, Attitude toward the self, Self-actualization, Integration, Autonomy, Perception of reality, Environmental mastery.

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3. To explore the differences among college students based on Father's and Mother's Occupation in terms of their self-esteem.
4. To test the differences, among college students based on Father's and Mother's Occupation in terms of their Subjective well-being.

HYPOTHESIS:

1. There is no significant difference among college students on the basis of their Father's Occupation in their Mental Health.
2. There is no significant difference among college students on the basis of their Father's Occupation in their Attitude toward the Self.
3. There is no significant difference among college students on the basis of their Father's Occupation in their Self-actualization.
4. There is no significant difference among college students on the basis of their Father's Occupation in their Integration.
5. There is no significant difference among college students on the basis of their Father's Occupation in their Autonomy.
6. There is no significant difference among college students on the basis of their Father's Occupation in their Perception of Reality.
7. There is no significant difference among college students on the basis of their Father's Occupation in their Environmental Mastery.
8. There is no significant difference among college students on the basis of their Father's Occupation in their Self-esteem.
9. There is no significant difference among college students on the basis of their Father's Occupation in their Subjective Well-being.
10. There is no significant difference among college students on the basis of their Mother's Occupation in their Mental Health.
11. There is no significant difference among college students on the basis of their Mother's Occupation in their Attitude toward the Self.
12. There is no significant difference among college students on the basis of their Mother's Occupation in their Self-actualization.
13. There is no significant difference among college students on the basis of their Mother's Occupation in their Integration.
14. There is no significant difference among college students on the basis of their Mother's Occupation in their Autonomy.
15. There is no significant difference among college students on the basis of their Mother's Occupation in their Perception of Reality.
16. There is no significant difference among college students on the basis of their Mother's Occupation in their Environmental Mastery.
17. There is no significant difference among college students on the basis of their Mother's Occupation in their Self-esteem.

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18. There is no significant difference among college students on the basis of their Mother's Occupation in their Subjective Well-being.

METHODOLOGY IN BRIEF:

(a) Sample

The present investigation highlights an analytical study of Mental Health, Self-esteem, and Subjective Well-being among the college students based on their father's and mother's occupation. For this purpose, 750 college students, from Visakhapatnam city, were selected via stratified sampling method.

(b) Tools

1. The mental health status, (M.H.S. Scale) by Gireesan. P., & Sananda Raj, (1988).
2. Self-Esteem Inventory, Thomas & Sananda Raj (1981).
3. Subjective Well-Being Inventory, (Sell, & Nagpal, 1992. Adopted, Modified, and Translated by Suhany, B. T., & Dr. H. Sam Sananda Raj, 2002) were used.
4. Personal Information Schedule

(c) Statistical analysis

The major Statistical Techniques will be: One-way ANOVA, and Duncan test.

DISCUSSION OF THE RESULT

One-Way ANOVA was used to compare the students based on father's and mother's occupation for the variables Mental Health (and its subscales viz., Attitude Toward the Self, Self-actualization, Integration, Autonomy, Perception of Reality, Environmental Mastery), Self-esteem, and Subjective Well-being and the results obtained from the analysis are shown below:

a). Fathers Occupation-Wise Comparison

2.1 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Mental Health

One-way ANOVA was done to compare the college students categorized on the basis of father's occupation. The results obtained for the analysis for the variable Mental Health are given in Table 2.1

Table 2.1, Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Mental Health

Variable	Source	Sum of Square	df	Mean Square	F
Mental Health	Between Groups	7063.60	4	2354.53	18.93**
	Within Groups	92757.09	745	124.33	
	Total	99820.69	749		

Note: **F ratio is significant at 0.01 level.

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Table 2.1 revealed that, there was significant difference among college students categorized on the basis of father's their occupation for the variable Mental Health. The F ratio for the variable Mental Health obtained was 18.93, (df = 4, and 745), which was statistically significant at 0.01 level. The result indicated that there was significant difference among their father's occupation of college students on the variable Mental Health. Post hoc comparison was done using Duncan test for identifying the differences existed among the college students based on father's occupation categories, came out with the result shown in Table 2.2.

Table 2.2, Result of Duncan test for Mental Health: Comparison Based on Father's Occupation

S1. No.	Father's occupation	N	M	1	2	3	4
1	Un skilled work	113	222.67	()	..	*	*
2	Skilled work	283	223.74	„	()	*	*
3	Semi Profession	298	229.73	„	„	()	..
4	High Profession	56	228.23	„	„	„	()

Note:* indicated significant difference between the groups compared.

Table 2.2 revealed that there were significant differences among of college students on the basis of their father's occupation for the variable Mental Health. The mean scores obtained for college students, whose fathers where in unskilled group were 222.67, Skilled group were 223.74, Semi Profession group were 229.73, and High Profession group were 228.23 respectively. The mean scores showed that the college students had higher level of Mental Health; whose father's occupation was comes under Semi Profession group than the unskilled work group. As indicted in Table 2.2 that the college students had higher level of Mental Health whose father's occupation were comes under High profession and Semi profession group when compared with the skilled & unskilled group. But for all the other comparisons, the college students have similar level of Mental Health based on their father's occupation.

2.2 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Attitude Toward the Self

One-Way ANOVA was done to compare the college students categorized on the basis of father's occupation. The results obtained for the analysis for the variable Self-esteem are given in Table 2.3

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Table 2.3, Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Attitude Toward the Self

Variable	Source	Sum of Square	df	Mean Square	F
Attitude Toward the Self	Between Groups	96.27	4	32.09	1.78
	Within Groups	13409.30	745	17.97	
	Total	13505.57	749		

Note: F ratio is not significant.

The F ratio obtained for the variable Attitude Toward the Self was 1.78, which was not statistically significant among college students categorized on the basis of father's occupation (Unskilled work, skilled work, Semi Professional, High Professional). The results indicated that college students were similar for the variable Attitude Toward the Self based on their father's occupation.

2.3 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Self-actualization

One-Way ANOVA was done to compare the college students categorized on the basis of father's occupation. The results obtained for the analysis for the variable Self-actualization are given in Table 2.4.

Table 2.4 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Self-actualization

Variable	Source	Sum of Square	df	Mean Square	F
Self-actualization	Between Groups	303.51	4	101.17	4.97**
	Within Groups	15166.76	745	20.33	
	Total	15470.27	749		

Note: **F ratio is significant at 0.01 levels

Table 2.4 revealed that, there was significant difference among college students categorized on the basis of father's their occupation for the variable Self-actualization. The F ratio for the variable Self-actualization obtained was 4.97, (df = 4, and 745), which was statistically significant at 0.01 level. The result indicated that there was significant difference

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among their father's occupation of college students on the variable Self-actualization. Post hoc comparison was done using Duncan test for identifying the differences existed among the college students based on their father's occupation categories, came out with the result shown in Table 2.5.

Table 2.5 Result of Duncan test for Self-actualization: Comparison Based on Father's Occupation

S1. No.	Father's Occupation	N	M	1	2	3	4
1	Un skilled work	113	36.16	( )	..	..	..
2	Skilled work	283	35.48	„	()	*	*
3	Semi Profession	298	36.88	„	„	()	*
4	High Profession	56	36.78	„	„	„	()

Note:* indicated significant difference between the groups compared.

Table 2.5 revealed that there were significant differences among five categories of college students on the basis of their father's occupation for the variable Self-actualization. The mean scores obtained for college students, whose fathers where in unskilled group were 36.16, Skilled group were 35.48, Semi Profession group were 36.88, and High Profession group were 36.78 respectively. The mean scores showed that the college students had higher level of Self-actualization; whose father's occupation was comes under Semi Profession group than the skilled work group. Further results revealed that the college students had higher level of Self-actualization; whose father's occupation was comes under high profession group than the skilled work group. But for all the other comparisons, the college students have similar level of Self-actualization based on their father's occupation.

2.4 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Integration

One-Way ANOVA was done to compare the college students categorized on the basis of father's occupation. The results obtained for the analysis for the variable Integration are given in Table 2.6.

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Table 2.6 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Integration

Variable	Source	Sum of Square	df	Mean Square	F
Integration	Between Groups	682.14	4	227.38	9.42**
		18002.57	745	24.13	
	Total	18684.71	749		

Note: **F ratio is significant at 0.01 level.

Table 2.6 revealed that, there was significant difference among college students categorized on the basis of father's their occupation for the variable Integration. The F ratio for the variable Integration obtained was 9.42, (df = 4, and 745), which was statistically significant at 0.01 level. The result indicated that there was significant difference among their father's occupation of college students on the variable Integration. Post hoc comparison was done using Duncan test for identifying the differences existed among the college students based on father's occupation categories, came out with the result shown in Table 2.7.

Table 2.7 Result of Duncan test for Integration: Comparison Based on Father's Occupation

S1. No.	Father's Occupation	N	M	1	2	3	4
1	Un skilled work	113	40.48	()	..	*	..
2	Skilled work	283	41.21	„	()	*	..
3	Semi Profession	298	42.92	„	„	()	*
4	High Profession	56	41.30	„	„	„	()

Note* indicated significant difference between the groups compared

Table 2.7 revealed that there were significant differences among five categories of college students on the basis of their father's occupation for the variable Integration. The mean scores obtained for college students, whose fathers where in unskilled group were 40.48, Skilled group were 41.21, Semi Profession group were 42.92, and High Profession group were 41.30 respectively. The mean scores showed that the college students had higher level Integration; whose father's occupation was comes under Semi Profession group than the unskilled workgroup.

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As indicated in Table 2.7 that the college students had higher level of Integration whose father's occupation were comes under Semi profession group when compared with the skilled group. Further results revealed that the college students had higher level of Integration; whose father's occupation was comes under high profession group than the Semi Profession group. But for all the other comparisons, the college students have similar level of Integration based on their father's occupation.

2.5 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Autonomy

One-Way ANOVA was done to compare the college students categorized on the basis of father's occupation. The results obtained for the analysis for the variable Autonomy are in Table 2.8.

Table 2.8 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Autonomy

Variable	Source	Sum of Square	df	Mean Square	F
Autonomy	Between Groups Within Groups	41.91	4	13.97	1.12
		11702.60	745	15.68	
	Total	11744.51	749		

Note: F ratio is not significant

The F ratio obtained for the variable Autonomy was 1.12, which was not statistically significant among college students categorized on the basis of father's occupation (Unskilled work, Skilled work, Semi Professional, and High professional). The results indicated that college students were similar for the variable Autonomy based on their father's occupation.

2.6 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Perception of Reality

One-Way ANOVA was done to compare the college students categorized on the basis of father's occupation. The results obtained for the variable Perception of Reality are given in the Table 2.9.

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Table 2.9 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Perception of Reality

Variable	Source	Sum of Square	df	Mean Square	F
Perception of Reality	Between Groups	231.08	4	77.02	4.95**
		11589.04	745	15.53	
	Total	11820.13	749		

Note: **F ratio is significant at 0.01 level.

Table 2.9 revealed that, there was significant difference among college students categorized on the basis of father's their occupation for the variable Perception of Reality. The F ratio for the variable Perception of Reality obtained was 4.95, (df = 4, and 745), which was statistically significant at 0.01 level.

The result indicated that there was significant difference among college students on the basis of father's Occupation for the variable Perception of Reality. Post hoc comparison was done using Duncan test for identifying the differences existed among the college students based on father's occupation categories, came out with the result shown in Table 2.10.

Table 2.10 Result of Duncan test for Perception of Reality Based on Father's Occupation

S1. No.	Father's Occupation	N	M	1	2	3	4
1	Un skilled work	113	36.83	()	..	*	..
2	Skilled work	283	36.98	„	()	*	..
3	Semi Profession	298	38.08	„	„	()	..
4	High Profession	56	37.78	„	„	„	()

Note: * indicated significant difference between the groups compared.

Table 2.10 revealed that there were significant differences among college students on the basis of their father's occupation for the variable Perception of Reality. The mean scores obtained for college students, whose fathers where in unskilled group were 36.83, skilled group

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were 36.98, Semi profession group were 38.08, and High Profession group were 37.78 respectively. The mean scores showed that the college students had higher level Perception of Reality; whose father's occupation was comes under Semi Profession group than the unskilled work group. Further results revealed that the college students had higher level of Perception of Reality whose father's occupation was comes under Semi profession group than the Skilled work group. But for all the other comparisons, the college students have similar level of Perception of Reality based on their father's occupation.

2.7 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Environmental Mastery

One-Way ANOVA was done to compare the college students categorized on the basis of father's occupation. The results obtained for the analysis for the variable Environmental Mastery are given in Table 2.11.

Table 2.11 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Environmental Mastery

Variable	Source	Sum of Square	df	Mean Square	F
Environmental Mastery	Between Groups	392.67	4	130.89	7.37**
	Within Groups	13243.42	745	17.75	
	Total	13636.09	749		

Note: **F ratio is significant at 0.01 level.

Table 2.11 revealed that, there was significant difference among college students categorized on the basis of father's their occupation for the variable Environmental Mastery. The F ratio for the variable Environmental Mastery obtained was 7.37, (df = 4, and 745), which was statistically significant at 0.01 level. The result indicated that there was significant difference among their father's occupation of college students on the variable Environmental Mastery. Post hoc comparison was done using Duncan test for identifying the differences existed among the college students based on father's occupation categories, came out with the following result (vide Table 2.12).

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Table 2.12 Result of Duncan test for Environmental Mastery: Comparison Based on Father's Occupation

S1. No.	Father's Occupation	N	M	1	2	3	4
1	Un skilled work	113	37.72	()	..	*	..
2	Skilled work	283	37.71	..	()	*	..
3	Semi Profession	298	39.21	..	..	( )	..
4	High Profession	56	38.76	..	..	..	( )

Note: * indicated significant difference between the groups compared.

Table 2.12 revealed that there were significant differences among college students on the basis of their father's occupation for the variable Environmental Mastery. The mean scores obtained for college students, whose fathers where in unskilled group were 37.72, Skilled group were 37.71, Semi Profession group were 39.21, and High Profession group were 38.76 respectively.

The mean scores showed that the college students had higher level of Environmental Mastery; whose father's occupation was comes under Semi Profession group than the unskilled work group. Further results revealed that the college students had higher level of Environmental Mastery, whose father's occupation was comes under Semi Profession group than the skilled work group. But for all the other comparisons, the college students have similar level of Environmental Mastery based on their father's occupation.

2.8 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Self-esteem

One-Way ANOVA was done to compare the college students categorized on the basis of father's occupation. The results obtained for the analysis for the variable Self-esteem are given in below Table 2.13.

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Table 2.13 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Self-esteem

Variable	Source	Sum of Square	df	Mean Square	F
Self-esteem	Between Groups	170.55	4	56.85	1.42
	Within Groups	29752.33	745	39.88	
	Total	29922.88	749		

Note: F ratio is not significant

The F ratio obtained for the variable Self-esteem was 1.42, which was not statistically significant among college students categorized on the basis of father's occupation (Unskilled work, Skilled work, Semi Profession, and High Profession). The results indicated that college students were similar for the variable Self-esteem based on their father's occupation.

2.9 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Subjective Well-being

One-Way ANOVA was done to compare the college students categorized on the basis of father's occupation. The results obtained for the analysis for the variable Subjective Well-being are given in Table 2.14.

Table 2.14 Comparison of College Students Categorized on the Basis of Father's Occupation for the Variable Subjective Well-being

Variable	Source	Sum of Square	df	Mean Square	F
Subjective Well-being	Between Groups	348.01	4	116.00	4.79**
	Within Groups	18032.44	745	24.17	
	Total	18380.45	749		

Note: **F ratio is significant at 0.01 level.

Table 2.14 revealed that, there was significant difference among college students categorized on the basis of father's their occupation for the variable Subjective Well-being. The

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F ratio for the variable Subjective Well-being obtained was 4.79, (df = 4, and 745), which was statistically Significant at 0.01 level. The result indicated that there was significant difference among college students based on their father's occupation of for the variable Subjective Well-being. Post hoc comparison was done using Duncan test for identifying the differences existed among the college students based on father's occupation categories, came out with the result shown in Table 2.15.

Table 2.15 Result of Duncan test for Subjective Well-being: Comparison Based on Father's Occupation

S1. No.	Father's occupation	N	M	1	2	3	4
1	Un skilled work	113	52.50	( )	..	..	*
2	Skilled work	283	52.57	.,	()	..	*
3	Semi Profession	298	53.57	.,	.,	()	*
4	High Profession	56	54.82	.,	.,	.,	()

Note: * indicated significant difference between the groups compared.

Table 2.15 revealed that there were significant differences among five categories of college students on the basis of their father's occupation for the variable Subjective Well-being. The mean scores obtained for college students, whose fathers where in unskilled group were 52.50, Skilled group were 52.57, Semi Profession group were 53.57, and High Profession group were 54.82 respectively. The mean scores showed that the college students had higher level of Subjective Well-being; whose father's occupation was comes under High Profession group than the unskilled group.

As indicted in Table 2.15 that the college students had higher level of Subjective Well-being whose father's occupation were comes under High Profession group when compared with the skilled group. Further results revealed that the college students had higher level of Subjective Well-being; whose father's occupation was comes under High Profession group than the Semi Profession groups. But for all the other comparisons, the college students have similar level of Subjective Well-being based on their father's occupation.

(b). Mother's Occupation-Wise Comparison:

2.10 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Mental Health

One-Way ANOVA was done to compare the college students categorized on the basis of their Mother's Occupation. The results obtained for the analysis for the variable Mental Health are given in Table 2.16.

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Table 2.16 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Mental Health

Variable	Source	Sum of Square	df	Mean Square	F
Mental Health	Between Groups	5089.44	4	1272.36	10.00**
	Within Groups	94731.25	745	127.15	
	Total	99820.69	749		

Note: **F ratio is significant at 0.01 level.

Table 1.116 revealed that, there was significant difference among college students categorized on the basis of mother occupation for the variable Mental Health. The F ratio for the variable Mental Health obtained was 10.00, (df = 4, and 745), which was statistically significant at 0.01 level. The result indicated that there was significant difference among college students based on their mother's occupation for the variable Mental Health. Post hoc comparison was done using Duncan test for identifying the differences existed among the college students based on mother's occupation categories, came out with the result shown in Table 2.17.

Table 2.17 Result of Duncan test for Mental Health: Comparison Based on Mother's occupation

S1. No.	Mother's Occupation	N	M	1	2	3	4	5
1	Housewife/ Unemployed	583	225.45	()	*	..	*	..
2	Unskilled work	21	218.80	„	()	*	*	*
3	Skilled work	48	229.41	„	„	( )	..	..
4	Semi Profession	80	232.45	„	„	„	()	*
5	High Profession	18	226.66	„	„	„	„	()

Note: * indicated significant difference between the groups compared.

Table 2.17 revealed that there were significant differences among five categories of college students on the basis of their mother's occupation for the variable Mental Health. The mean scores obtained for college students, whose mothers where in Housewife/Unemployed group were 225.45, Unskilled group were 218.80, Skilled group were 229.41, Semi Profession group were 232.45, and High Profession group were 226.66, respectively. The mean scores showed that the college students had higher level of Mental Health; whose mother's occupation was comes under Semi Profession group than the Housewife/Unemployed, &Unskilled work group. As indicated in Table 2.17 that the college students had higher level of Mental Health; whose mother's occupation was comes under the Housewife/Unemployed than the unskilled work group. The Table showed that the college students had higher level of Mental Health;

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whose mother's occupation was comes under the High Profession than Unskilled work group. Further results revealed that the college students had higher level of Mental Health; whose mother's Occupation was comes under Semi Profession group than the High Profession group. But for all the other comparisons, the college students have similar level of Mental Health based on their mother's occupation.

2.11 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Attitude Toward the Self

One-Way ANOVA was done to compare the college students categorized on the basis of their mother's occupation. The results obtained for the analysis for the variable Attitude Toward the Self are given in Table 2.18.

Table 2.18 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Attitude Toward the Self

Variable	Source	Sum of Square	df	Mean Square	F
Attitude Toward the Self	Between Groups	93.07	4	23.26	1.29
	Within Groups	13412.49	745	18.003	
	Total	13505.56	749		

Note: F ratio is not significant.

The F ratio obtained for the variable Attitude Toward the Self was 1.29, which was not statistically significant among college students categorized on the basis of mother's occupation (Housewife/Unemployed, Unskilled work, skilled work, Semi Professional, High Professional). The results indicated that college students were similar for the variable Attitude Toward the Self based on their mother's occupation.

2.12 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Self-actualization

One-Way ANOVA was done to compare the college students categorized on the basis of mother's occupation. The results obtained for the analysis for the variable Self-actualization are given below. The details are given in below Table 2.19.

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Table 2.19 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Self-actualization

Variable	Source	Sum of Square	df	Mean Square	F
Self-Actualization	Between Groups	230.37	4	57.59	2.81**
	Within Groups	15239.90	745	20.45	
	Total	15470.27	749		

Note: **F ratio is significant at 0.01 level.

Table 2.19 revealed that, there was significant difference among college students categorized on the basis of mother occupation for the variable Self-actualization. The F ratio for the variable Self-actualization obtained was 2.81, (df=4, and 745), which was statistically significant at 0.01 level.

The result indicated that there was significant difference among college students on the basis of mother's occupation for the variable Self-actualization. Post hoc comparison was done using Duncan test for identifying the differences existed among the college students based on their mother's occupation categories, came out with the result shown in Table 2.20.

Table 2.20 Result of Duncan test for Self-actualization: Based on Mother's Occupation

S1. No.	Mother's Occupation	N	M	1	2	3	4	5
1	Housewife/unemployed	583	36.10	( )	..	..	..	..
2	Un skilled work	21	34.71	„	()	..	*	..
3	Skilled work	48	35.93	„	„	( )	..	..
4	Semi Profession	80	37.67	„	„	„	()	..
5	High Profession	18	36.61	„	„	„	„	()

Note* indicated significant difference between the groups compared

Table 2.20 revealed that there were significant differences among five categories of college students on the basis of their mother's occupation for the variable Self-actualization. The mean scores obtained for college students, whose mothers where in Housewife/Unemployed

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group 36.10 Unskilled group were 34.71, Skilled group were 35.93, Semi Profession group were 37.67, and High Profession group were 36.61 respectively. The mean scores showed that the college students had higher level of Self-actualization; whose mother's occupation was comes under Semi Profession group than the Unskilled work group. But for all the other comparisons, the college students have similar level of Self-actualization based on their mother's occupation.

2.13 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Integration

One-Way ANOVA was done to compare the college students categorized on the basis of mother's occupation. The results obtained for the analysis for the variable Integration are given in Table 2.21.

Table 2.21 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Integration

Variable	Source	Sum of Square	df	Mean Square	F
Integration	Between Groups	471.70	4	117.92	4.82**
	Within Groups	18213.01	745	24.44	
	Total	18684.71	749		

Note: **F ratio is significant at 0.01 level.

Table 2.21 revealed that, there was significant difference among college students categorized on the basis of Mother's their occupation for the variable Integration. The F ratio for the variable Integration obtained was 4.82, (df = 4, and 745), which was statistically significant at 0.01 level.

The result indicated that there was significant difference among mother's occupation of college students on the variable Integration. Post hoc comparison was done using Duncan test for identifying the differences existed among the college students based on father's occupation categories, came out with the result shown in Table 2.22.

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Table 2.22 Result of Duncan test for Integration: Comparison Based on Mother's Occupation

S1. No.	Mother's Occupation	N	M	1	2	3	4	5
1	Housewife/Unemployed	583	41.64	( )	*	..	..	..
2	Unskilled work	21	39.04	„	()	*	*	..
3	Skilled work	48	42.83	„	„	()	..	*
4	Semi Profession	80	43.33	„	„	„	()	*
5	High Profession	18	40.00	„	„	„	„	()

Note: * indicated significant difference between the groups compared.

Table 2.22 revealed that there were significant differences among college students on the basis of their mother's occupation for the variable Integration. The mean scores obtained for college students, whose mothers where in Housewife/Unemployed group were 41.64, Unskilled group were 39.04, Skilled group were 42.83, Semi Profession group were 43.33, and High Profession group were 40.00 respectively. The mean scores showed that the college students had higher level of Integration; whose mother's occupation was comes under Housewife/Unemployed group than the Unskilled work group.

As indicted in Table 2.22 that the college students had higher level of Integration whose mother's occupation were comes under skilled work group when compared with the Unskilled and High profession group. Further results revealed that the college students had higher level of Integration; whose mother's occupation was comes under Semi profession group than the High, and Unskilled work group. But for all the other comparisons, the college students have similar level of Integration based on their mother's occupation.

2.14 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Autonomy

One-Way ANOVA was done to compare the college students categorized on the basis of mother's occupation. The results obtained for the analysis for the variable Autonomy are given below in Table 2.23.

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Table 2.23 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Autonomy

Variable	Source	Sum of Square	df	Mean Square	F
Autonomy	Between Groups	46.25	4	11.56	1.36
	Within Groups	11698.26	745	15.70	
	Total	11744.51	749		

Note: F ratio is not significant.

The F ratio obtained for the variable Autonomy was 1.36, which was not statistically significant among college students categorized on the basis of mother's occupation (Housewife/Unemployed group, Unskilled work, Skilled work, Semi profession, and High professional). The results indicated that college students were similar for the variable Autonomy based on their mother's occupation.

2.15 Comparison of College Students categorized on the Basis of Mother's Occupation for the Variable Perception of Reality

One-Way ANOVA was done to compare the college students categorized on the basis of their mother's occupation. The results obtained for the analysis for the variable Perception of Reality are given in Table in 2.24.

Table 2.24 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Perception of Reality

Variable	Source	Sum of Square	df	Mean Square	F
Perception of Reality	Between Groups	177.94	4	44.48	2.84**
	Within Groups	11642.19	745	15.62	
	Total	11820.13	749		

Note: **F ratio is significant at 0.01 level.

Table 2.24 revealed that, there was significant difference among college students categorized on the basis of mother occupation for the variable Perception of Reality. The F ratio for the variable Perception of Reality obtained was 2.84, (df = 4, and 745), which was statistically significant at 0.01 level.

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The result indicated that there was significant difference among college students based on their mother's occupation for the variable Perception of Reality. Post hoc comparison was done using Duncan test for identifying the differences existed among the college students based on mother's occupation categories, came out with the result shown in Table 2.25.

Table 2.25 Result of Duncan test for Perception of Reality: Comparison of Mother's Occupation

S1. No.	Father's Occupation	N	M	1	2	3	4	5
1	Housewife/Unemployed	583	37.36	( )	..	..	..	..
2	Unskilled work	21	36.14	„	()	..	*	..
3	Skilled work	48	37.16	”	„	( )	..	..
4	Semi Profession	80	38.73	„	”	„	()	..
5	High Profession	18	37.22	”	”	”	„	()

Note * indicated significant difference between the groups compared

Table 2.25 revealed that there were significant differences among five categories of college students on the basis of their mother's occupation for the variable Perception of Reality. The mean scores obtained for college students, whose mothers where in Housewife/Unemployed group were 37.36, Unskilled group were 36.14, Skilled group were 37.16, Semi Profession group were 38.73, and High Profession group were 37.22 respectively. The mean scores showed that the college students had higher level of Perception of Reality; whose mother's occupation was comes under Semi Profession group than the unskilled workgroup. But for all the other comparisons, the college students have similar level of Perception of Reality based on their mother's occupation.

2.16 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Environmental Mastery

One-Way ANOVA was done to compare the college students categorized on the basis of their mother's occupation. The results obtained for the analysis for the variable Perception of Reality are given in Table 2.26.

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Table 2.26 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Environmental Mastery

Variable	Source	Sum of Square	df	Mean Square	F
Environmental Mastery	Between Groups	290.44	4	72.61	4.05**
	Within Groups	13345.64	745	17.91	
	Total	13636.08	749		

Note: **F ratio is significant at 0.01 level.

Table 2.26 revealed that, there was significant difference among college students categorized on the basis of their mother occupation for the variable Environmental Mastery. The F ratio for the variable Environmental Mastery obtained was 4.05, (df =4, and 745), which was statistically significant at 0.01 level. The result indicated that there was significant difference among their mother's occupation of college students on the variable Environmental Mastery. Post hoc comparison was done using Duncan test for identifying the differences existed among the college students based on their mother's occupation categories, came out with the result shown in Table 2.27.

Table 2.27 Result of Duncan test for Environmental Mastery: Comparison Based on Mother's Occupation

S1. No.	Father's occupation	N	M	1	2	3	4	5
1	Housewife/Unemployed	583	38.10	( )	..	..	..	..
2	Unskilled work	21	37.61	..	()	..	.	*
3	Skilled work	48	39.43	..	..	( )	..	..
4	Semi Profession	80	39.63	..	..	..	( )	..
5	High Profession	18	40.11	..	..	..	..	( )

Note * indicated significant difference between the groups compared

Table 2.27 revealed that there were significant differences among five categories of college students on the basis of their mother's occupation for the variable Environmental Mastery. The mean scores obtained for college students, whose mothers where in Housewife/Unemployed group were 38.10, Unskilled group were 37.61, Skilled group were 39.43, Semi Profession group were 39.63, and High Profession group were 40.11 respectively. The mean scores showed that the college students had higher level of Environmental Mastery;

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whose mother's occupation was comes under High Profession group than the Unskilled work group. But for all the other comparisons, the college students have similar level of Environmental Mastery based on their mother's occupation.

2.17 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Self-esteem

One-Way ANOVA was done to compare the college students categorized on the basis of mother's occupation. The results obtained for the analysis for the variable Self-esteem are given in Table 2.28

Table 2.28 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Self-esteem

Variable	Source	Sum of Square	df	Mean Square	F
Self-esteem	Between Groups	236.70	4	59.17	1.48
	Within Groups	29686.18	745	39.84	
	Total	29922.88	749		

Note: F ratio is not significant.

The F ratio obtained for the variable Self-esteem was 1.48, which was not statistically significant among college students categorized on the basis of their mother's occupation (Housewife/Unemployed, Unskilled work, Skilled work, Semi Profession, High Profession). The results indicated that college students were similar for the variable Self-esteem based on their mother's occupation.

2.18 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Subjective Well-being

One-Way ANOVA was done to compare the college students categorized on the basis of mother's occupation. The results obtained for the analysis for the variable Subjective Well-being are given in Table 2.29.

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Table 2.29 Comparison of College Students Categorized on the Basis of Mother's Occupation for the Variable Subjective Well-being

Variable	Source	Sum of Square	df	Mean Square	F
Subjective Well-being	Between Groups	97.60	4	24.40	1.01
	Within Groups	18282.85	745	24.54	
	Total	18380.45	749		

Note: F ratio is not significant

The F ratio obtained for the variable Subjective Well-being was 1.01, which was not statistically significant among college students categorized on the basis of their mother's occupation (Housewife/Unemployed, Unskilled work, Skilled work, Semi profession, High profession). The results indicated that college students were similar for the variable Subjective Well-being based on their mother's occupation.

CONCLUSION

1. There were significant differences among college students on the basis of their father's Occupation in their Mental Health. College students, whose; their father's Occupation come under Semi Professional had higher level of Mental Health than others.
2. There were no significant differences among college students on the basis of their fathers Occupation in their Attitude Toward the Self.
3. There were significant differences among college students on the basis of their father's Occupation in their Self-actualization. College students, whose; their father's Occupation comes in Semi Professional had higher level of Self-actualization than others.
4. There were significant differences among college students on the basis of their fathers Occupation in their Integration. College students, whose; their father's Occupation come in Semi professional category had higher level of Integration than other categories.
5. There were no significant differences among college students on the basis of their fathers Occupation in their Autonomy.
6. There were significant differences among college students on the basis of their fathers Occupation in their Perception of Reality. College students, whose; their father's Occupation comes in Semi professional category had higher level of Perception of Reality than skilled and unskilled categories.
7. There were significant differences among college students on the basis of their fathers Occupation in their Environmental Mastery. College students, whose; their father's Occupation comes in Semi professional category had higher level of Environmental Mastery than skilled and unskilled categories. But other categories were similar.

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8. There were no significant differences among college students on the basis of their fathers Occupation in their Self-esteem.
9. There were significant differences among college students on the basis of their fathers Occupation in their Subjective Well-being. College students, whose; their father's Occupation comes in high professional category had higher level of Subjective Well-being than others.
10. There were significant differences among college students on the basis of their mothers Occupation in their Mental Health. College students, whose; their mother's Occupation comes in house wise/unemployed category had higher level Mental Health than unskilled workers category. But semi professional category had higher level Mental Health than house wise/unemployed and high professional category.
11. There were no significant differences among college students on the basis of their mothers Occupation in their Attitude Toward the Self.
12. There were significant differences among college students on the basis of their mothers Occupation in their Self-actualization. College students, whose; their Mother's Occupation comes in semi professional category had more self-actualization than unskilled workers category.
13. There were significant differences among college students on the basis of their mother's Occupation in their Integration. College students, whose; their mother's Occupation comes under High Profession, had high level of integration than Semi profession, and unskilled group.
14. There were no significant differences among college students on the basis of their mother's Occupation in their Autonomy.
15. There were significant differences among college students on the basis of their mothers Occupation in their Perception of Reality. College students, whose; their Mother's Occupation comes in semi professional category had more Perception of Reality than unskilled workers category.
16. There were significant differences among college students on the basis of their mothers Occupation in their Environmental Mastery. College students, whose; their Mother's Occupation comes under high profession category had high level of environmental mastery than unskilled group.
17. There were no significant differences among college students on the basis of their mothers Occupation in their Self-esteem.

There were no significant differences among college students on the basis of their mothers Occupation in their Subjective Well-being

FINDINGS AND IMPLICATIONS

1. The result of the present investigation would help educational, social, and family planning at different levels.

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2. The knowledge attained through this study is helpful to the individual, especially college students. The results of this investigation clearly indicated that there college students have ability to solve the problem and meet situational requirements.
3. In our globalized world the necessity for improving student mental health is increasing. Psychological problems and mental disorders are frequent, and students need help at the places where they study, the counseling services provided in college or universities would be helpful for improving self-esteem and well-being of college students.
4. Another important implication of the present study is that positive Mental Health consider as a major parts of one's life and it is a source of satisfaction and dissatisfaction. They feel comfortable about themselves and their ability. They learned to live with him and accepting both limitation and possibilities that they may find in themselves.
5. The findings of the present study are useful to parents that foster a positive Mental Health, Self-esteem, and Subjective Well-being in their children. It is also helps parents to stay closer to their children's for developing better understanding with them. A positive and friendly interaction with the parents will help children to become aware of their role and significant, which in turn gives him or her more favorable Mental Health.
6. Finding of the present study envisages the importance and utility of psychological variables among college students for better tomorrow.
7. As a result, it is recommended that educational centers apply recreational, counseling, and sports programs, yoga in order to enhance their students' Mental Health, Self-esteem, and Subjective Well-being and hence their educational performance.
8. Finally, the findings of this study may be used to develop further theoretical and analytical models, with regard to the fostering of better Mental Health.

LIMITATION

1. The researcher had made all attempts to make the study free from limitations; however, there were certain limitations, which are presented below along with suggestion for further result. In the present study only nine variables were used, for futures studies would include more variables like locus of control, personality trait, which could be hypothesized as having Significant correlation with Mental Health and its subscales, Self-esteem, and Subjective Well-being.
2. Analytical study will be more effective if conducted on a large sample. The sample size of the present study was limited to 750 colleges, to full up the questionnaire.
3. It would be better to consider more subjects, so as to categorize them to married and unmarried, employed and unemployed, and the result would be more generalizable and more details exploration would be possible, if the college students categorized on the basis of their parents occupation, and income.
4. The present investigation used normative survey method, wherein the possibility of conducting case study was not explored. It may be suggested that the further studies

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should be conducted in the area, using case studies as well. This would give an adequate picture of variables under study, highlighting the antecedents and consequences in a better way.

5. The investigator would feel gratified, if the findings and implications of the study are made use of by parents, teachers, educationalists, and all other worker who are interested in the growth, development, and future prospects of college students.

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Family Adjustment of Working Women In Relation To Type of Occupation and Area of Residence

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ABSTRACT

The main purpose of the present research was to study and compare various areas of family adjustment with regards to working women of different occupation and area of residence. The sample consisted of 180 working women (30 urban women teachers, 30 urban women doctor, 30 urban women bank employee, 30 rural women teachers, 30 rural women doctor and 30 rural women bank employee). Family adjustment inventory of working women by Vishwa Vijay Singh was used for data collection. To analyzed the obtained data two way analysis of variance was used. The results indicate that significant difference was found between urban and rural working women with regards to self adjustment, family adjustment, adjustment with children, and adjustment with husband. Significant difference was also found among women teacher, women doctor and woman bank employees with regards to adjustment with self , adjustment with family and adjustment with relatives. Significant interaction effect was found between area of residence and type of occupation with regards to adjustment with family, adjustment with children, adjustment with husband and adjustment with relatives.

Keywords: *Family Adjustment, Occupation, Women*

The working women, is not a new addition to the Indian scene. Women in the labor field have been working since long for wages in factories as menial servants or as unskilled laborers and on construction sites. It is only the women of middle or upper classes who were confined to homes and taking up jobs was considered dilatory for them. Various social - economic and politico - legal factors have brought about a newly emerging middle class of working women in India. With the passage of time, society's attitude towards them also changed. No longer does the smug middle class look down upon women doing a job, whether it is express herself or to utilize her talents or be economically independent, at least on extent or just to earn pin-money.

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In present economic hardship and crisis wife's participation for family financing is also required. The attitude of society towards married women taking up jobs has also changed. The reason of social change is that many married women work without reproach is because everyone understands the economic problems of middle class and that a wife's to the family standard of living and marital happiness and satisfaction depend upon work and carrier of the marital partner. Marriage is a social cultural system providing satisfaction for love, affection, intimacy, relatedness, affiliation, emotional sustenance, financial - social service. The personality, self-concept, personal and social attitude, cultural values, socio-economic status, educational level, work status, family type, nativity, occupation etc. influence. There are individual and group differences in the family adjustment, marital satisfaction and mental health.

Harrison and Minor' (1978) found that being away from house and children is a constant source of tension for working mothers as they to weight the benefits of working women against their concerns for the well being of their children, the absence of adequate childcare facilities for the Indian working mother to resolve this conflict.

Gupta and Ganguli (1982) found that there are other factors operating within the family that acted in interaction with the husbands approval to determine that women adjustment to her multiple roles and that in one joint family these factors hindered her adjustment where as in the nuclear family they facilitated it.

Riviere et. al. (1997) explored the relative effects of employment and family responsibility on the perceived health status of women. The results suggest that is a need for a development of public politics that seek to increase labor force participation rate since any expansion has the potential to have positive impact on their health status.

Sahu and misra (1995) concluded that working women teachers feel more stress because of their dual responsibilities and more concerned with family as expected from females.

Rivera et al. (1997) found that annual employment house, occupation and family responsibilities, such as childcare and weekly housewife significantly affect self-reported health status of employed women.

Makovaska (1995) conclude that family greater demands on women take a higher toll on women's adjustment in the dual carrier as compared to males.

OBJECTIVES

1. To study and compare different areas of adjustment such as self adjustment, family adjustment with children, adjustment with husband, and adjustment with relatives between urban and rural working women.

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2. To study and compare different areas of adjustment such as self adjustment, family adjustment, adjustment with children, adjustment with husband, and adjustment with relatives among women teacher, women doctor and woman bank employees.
3. To study interaction effect between area of residence and occupation of working women with regards to different areas of adjustment such as self adjustment, family adjustment, adjustment with children, adjustment with husband, and adjustment with relatives.

HYPOTHESES

1. There will be no significant difference between urban and rural working women with regards to different areas of adjustment such as self adjustment, family adjustment, and adjustment with children, adjustment with husband, and adjustment with relatives.
2. There will be no significant difference among women teacher, women doctor and woman bank employees with regards to different areas of adjustment such as self adjustment, family adjustment, adjustment with children, adjustment with husband, and adjustment with relatives.
3. There will be no significant interaction effect between area of residence and occupation of working women with regards to different areas of adjustment such as self adjustment, family adjustment, adjustment with children, adjustment with husband, and adjustment with relatives.

SAMPLE

In present research 180 working women (30 urban women teachers, 30 urban women doctor, 30 urban women bank employee, 30 rural women teachers, 30 rural women doctor and 30 rural women bank employee) were randomly selected from different areas of Ahmadabad city.

VARIABLES

In present research area of residence and occupation of working women were considered as independent variable and scores of various adjustment of working women was consider as dependent variable.

TOOLS

In present research Family adjustment inventory of working women by Vishwa Vijay Singh was used for data collection.

PROCEDURE

Family adjustment inventory of working women was administered in small manageable group of participants, before this rapport was establish with each participants. After completion the data collection responses of each participants of inventory was scored by the scoring key of scale.

STATISTICAL ANALYSIS

To analyze the obtained data 2x3 ANOVA was used.

Summary results of ANOVA on different areas of adjustment of various groups of women.

Source of variation	df	F value				
		Different areas of adjustment				
		Adjustment with self	Adjustment with family	Adjustment with children	Adjustment with husband	Adjustment with relatives
Area of residence	1	4.44*	4.56*	3.94*	5.46*	0.69
Occupation	2	5.98**	4.83**	0.27	1.34	4.28**
Area of residence and occupation	2	1.06	3.50*	4.86*	4.18*	5.76**
Error	174					

** significant at .01 level

* significant at .05 level

Above table shows the summery results of ANOVA of various areas of adjustment of various group of women. F ratio for Area of residence on adjustment with self (Ass) is 4.44 which is significant at .05 level. It means significant difference exists between urban and rural working women on adjustment with self. By the same point of view mean scores of urban working women on adjustment with self is 27.34 and mean scores of rural working women on adjustment with self is 28.92. It is clearly said that significant difference exists between urban and rural working women on adjustment with self.

F ratio for Occupation (Bss) on adjustment with self is 5.98 which is significant at .01 level. It means significant difference is existed among women teachers, women doctors and woman bank employees on adjustment with self. By the same point of view mean scores of women teachers on adjustment with self is 28.03 and mean scores of women doctors on adjustment with self is 26.60 and mean scores of women bank employees on adjustment with self is 29.77. It is clearly said that significant difference exist among women teachers, women doctors and woman bank employees on adjustment with self.

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F ratio for Area of residence and occupation (AxB) on adjustment with self is 1.06 which is not significant. It means significant interaction effect does not exist between Area of residence and occupation on different areas of adjustment such as self adjustment. By the same point of view mean scores of urban women teachers on adjustment with self is 27.20, mean scores of urban women doctors on adjustment with self is 25.17, mean scores of urban women bank employees on adjustment with self is 29.67, mean scores of rural women teachers on adjustment with self is 28.87, mean scores of rural women doctors on adjustment with self is 28.03, mean scores of rural women bank employees on adjustment with self is 29.87.

F ratio for Area of residence (Ass) on adjustment with family is 4.56 which is significant at .05 level. It means significant difference exists between urban and rural working women on adjustment with family. By the same point of view mean scores of urban working women on adjustment with family is 27.34 and mean scores of rural working women on adjustment with family is 28.92. It is clearly said that significant difference exist between urban and rural working women on adjustment with family.

F ratio for Occupation (Bss) on adjustment with family is 4.83 which is significant at .01 level. It means significant difference exists among women teachers, women doctors and woman bank employees on adjustment with family. By the same point of view mean scores of women teachers on adjustment with family is 33.38 and mean scores of women doctors on adjustment with family is 33.35 and mean scores of women bank employees on adjustment with family is 35.98. It is clearly said that significant difference exist among women teachers, women doctors and woman bank employees on adjustment with family.

F ratio for Area of residence and occupation (AxB) on adjustment with family is 3.50 which is significant at .05 leve. It means significant interaction effect exists between Area of residence and occupation on family adjustment. By the same point of view mean scores of urban women teachers on adjustment with family is 31.27, mean scores of urban women doctors on adjustment with family is 33.90, mean scores of urban women bank employees on adjustment with family is 35.30, mean scores of rural women teachers on adjustment with family is 35.50, mean scores of rural women doctors on adjustment with family is 33.20, mean scores of rural women bank employees on adjustment with family is 36.67. It is clearly said that significant interaction effect exists between area of residence and occupation of working women on family adjustment.

F ratio for Area of residence (Ass) is on adjustment with children 3.94 which is significant at .05 level. It means significant difference is existed between urban and rural working women on adjustment with children. By the same point of view mean scores of urban working women on adjustment with children is 28.09 and mean scores of rural working women on adjustment with children is 29.68. It is clearly said that significant difference exists between urban and rural working women on adjustment with children.

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F ratio for Occupation (Bss) on adjustment with children is 0.27 which is not significant. It means significant difference does not exist among women teachers, women doctors and woman bank employees on adjustment with children. By the same point of view mean scores of women teachers on adjustment with children is 28.78 and mean scores of women doctors on adjustment with children is 28.63 and mean scores of women bank employees on adjustment with children is 29.30. It is clearly said that significant difference exist among women teachers, women doctors and woman bank employees on adjustment with children.

F ratio for Area of residence and occupation (AxB) on adjustment with children is 4.86 which is significant at .05 level. It means significant interaction effect exists between Area of residence and occupation on different areas of adjustment with children. By the same point of view mean scores of urban women teachers on adjustment with children is 27.50, mean scores of urban women doctors on adjustment with children is 29.53, mean scores of urban women bank employees on adjustment with children is 27.23, mean scores of rural women teachers on adjustment with children is 29.93, mean scores of rural women doctors on adjustment with children is 27.73, mean scores of rural women bank employees on adjustment with children is 31.37. It is clearly said that significant interaction effect exists between area of residence and occupation of working women on adjustment with children.

F ratio for Area of residence (Ass) adjustment with husband is 5.46 which is significant at .05 level. It means significant difference is exists between urban and rural working women on adjustment with husband. By the same point of view mean scores of urban working women on adjustment with husband is 31.26 and mean scores of rural working women on adjustment with husband is 33.21. It is clearly said that significant difference exist between urban and rural working women on adjustment with husband.

F ratio for Occupation (Bss) on adjustment with husband is 1.34 which is not significant. It means significant difference does not exist among women teachers, women doctors and woman bank employees on adjustment with husband. By the same point of view mean scores of women teachers on adjustment with husband is 32.05 and mean scores of women doctors on adjustment with husband is 33.15 and mean scores of women bank employees on adjustment with husband is 31.50. It is clearly said that significant difference does not exist among women teachers, women doctors and woman bank employees on adjustment with husband.

F ratio for Area of residence and occupation (AxB) on adjustment with husband is 4.18 which is significant at .05 level. It means significant interaction effect exists between Area of residence and occupation on different areas of adjustment with husband. By the same point of view mean scores of urban women teachers on adjustment with husband is 29.53, mean scores of urban women doctors on adjustment with husband is 33.57, mean scores of urban women bank employees on adjustment with husband is 30.67, mean scores of rural women teachers on adjustment with husband is 34.57, mean scores of rural women doctors on adjustment with husband is 32.73, mean scores of rural women bank employees on adjustment with husband is

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32.33. It is clearly said that significant interaction effect exists between area of residence and occupation of working women on adjustment with husband.

F ratio for Area of residence (Ass) on adjustment with relatives is 0.69 which is not significant. It means significant difference does not exist between urban and rural working women on adjustment with relatives. By the same point of view mean scores of urban working women on adjustment with relatives is 17.74 and mean scores of rural working women on adjustment with relatives is 18.33. It is clearly said that significant difference does not exist between urban and rural working women on adjustment with relatives.

F ratio for Occupation (Bss) on adjustment with relatives is 4.28 which is significant at .01. It means significant difference exists among women teachers, women doctors and woman bank employees on adjustment with relatives. By the same point of view mean scores of women teachers on adjustment with relatives is 18.78 and mean scores of women doctors on adjustment with relatives is 18.77 and mean scores of women bank employees on adjustment with relatives is 16.57. It is clearly said that significant difference exists among women teachers, women doctors and woman bank employees on adjustment with relatives.

F ratio for Area of residence and occupation (AxB) on adjustment with relatives is 5.76 which is significant at .01 level. It means significant interaction effect exists between Area of residence and occupation on different areas of adjustment with relatives adjustment. By the same point of view mean scores of urban women teachers on adjustment with relatives is 18.00, mean scores of urban women doctors on adjustment with relatives is 20.13, mean scores of urban women bank employees on adjustment with relatives is 15.10, mean scores of rural women teachers on adjustment with relatives is 19.57, mean scores of rural women doctors on adjustment with relatives is 17.40, mean scores of rural women bank employees on adjustment with relatives is 18.03. It is clearly said that significant significant interaction effect exists between area of residence and occupation of working women on adjustment with relatives.

CONCLUSIONS

1. Significant difference exists between urban and rural working women with regards to adjustment with self, adjustment with family, adjustment with children and adjustment with husband.
2. Significant difference exists among women teachers, women doctors and women bank employees with regards to adjustment with self, adjustment with family, and adjustment with relatives.
3. Significant interaction effect exists between area of residence and occupation with regards to adjustment with family, adjustment with children and adjustment with husband and adjustment with relatives.

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How Parents and Their Children View Media? Comparing Attitudes of Parents and Children towards Media

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ABSTRACT

Newspaper to Blog, Broadcast television to Internet television, 35 mm film to digital image, telephone to instant message and tape player to iPod. Our world and our communications technologies continue to change as the traditional mass media of print, radio; television and films have morphed into Web-enabled cell phones, iPods, satellite radios and online news. A number of researches have been done to study the effect of media and its influences. But they fail to acknowledge what particular attitudes people from different age group have towards media. This project attempts to examine and compare the attitudes of parents and children towards mass media and general and traditional and digital media in particular. The findings presented in this report have been concluded from Questionnaire surveys and interviews of 120 subjects in the age group of 9-45 year old. It explores media consumption, knowledge and exposure towards various types of mass media, attitudes towards television and advertising, knowledge and attitude towards government's intervention in mass media, attitudes towards the changing trends in media and advent of internet, newspaper readership and opinions towards various sources of information particularly newspapers and news channels.

Keywords: *Attitude Towards Internet, Attitudes Towards Media, Children And Media, Digital Media, Media Influences*

In the late 1940's, to listen to the radio, a house needed electricity. One needed to put the radio near an electrical outlet, with the furniture positioned so the family could listen to programs. In 1980's television was a rage and people would put antenna on the roof so that they could watch their new television set. If one had no television, they were supposed to run to their neighbours and watch shows like 'Buniyaad' and 'Humlog'. In the late 1990's and early 2000's, India saw the advent of computer and people were attracted to this bliss. For more than half a century, people arranged their room furniture to accommodate the cable or satellite or telephone lines so that they can experience the miracle of media that connected people from world-over and quenched human curiosity along with the need for entertainment.

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Media has grown since then, the technology now transformed into mass media wireless, also called Wi-Fi, an abbreviation for Wireless Fidelity. New technologies have changed the way people, think and act. What was once an experience of a lifetime is now experienced every day. Thanks to media, people can watch movies on their laptops topping on their laps, listen to music from radio, download games and applications on their latest iPad, read newspapers online and contact to their friends instantly through Blackberry messenger.

The mass media which about two decades ago was a source of pleasure and entertainment now encapsulates a major part of our life. It has grown from being a part of our drawing room and reached our bedroom, changing the way we think, act, feel and opine. Mass media and its transformation has led to an incredible change in our lives and our attitude towards the world and media itself through instant broadcasting and connecting.

Mass Media: From Newspaper to Internet

Derived from the word ‘medium’, media in general refers to various means of communication. For example, television, radio, and the newspaper are different types of media. The term can also be used as a collective noun for the press or news reporting agencies. In the computer world, "media" is also used as a collective noun, but refers to different types of data storage options.

As defined by techterms.com, “Mass media refers collectively to all media technologies, including the Internet, television, newspapers, and radio, which are used for mass communications, and to the organizations which control these technologies.”

According to the business dictionary, mass media includes following aspects:

1. Communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet.
2. Data storage material divided into three broad categories according to the recording method: (1) Magnetic, such as diskettes, disks, tapes, (2) Optical, such as microfiche, and (3) Magneto-Optical, such as CDs, and DVDs.

By definition, mass communication is a message created by a person or a group of people sent through a transmitting device (a medium) to a large audience or market.

Therefore, Mass media are media, which can be used to communicate and interact with a large number of audiences. Be it the pictorial messages of the early ages, or the high-technology media that are available today, one thing that we all agree upon, is that mass media are an inseparable part of our lives. Entertainment and media always go hand in hand, but in addition to the

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entertainment, mass media also remain to be an effective medium for communication, dissemination of information, advertising, marketing and in general, for expressing and sharing views, opinions and ideas.

TYPES OF MEDIA

Print Media: The print media includes newspapers, magazines, brochures, newsletters, books and even leaflets and pamphlets. Visual media like photography can also be mentioned under this sub-head, since photography is an important mass media, which communicates via visual representations. Although, it is said that the electronic or new media have replaced the print media, there exists a majority of audiences who prefer the print media for various communication purposes. Public speaking and event organizing can also be considered as a form of mass media. *Electronic Media:* For many people, it is impossible to imagine a life without their television sets, be it the daily news dose or even the soap operas. This mass media includes television and radio. This category also includes electronic media like movies, CDs and DVDs as well as the new hottest electronic gadgets. *New-age Media:* With the advent of new technologies like Internet, we are now enjoying the benefits of high technology mass media, which is not only faster than the old-school mass media, but also has a widespread range. Mobile phones, computers and Internet are often referred to as the new-age media. Internet has opened up several new opportunities for mass communication which include email, websites, blogging, Internet TV and many other mass media which are booming today. In brief, different Types of Media are Advertising media, various media, content, buying and placement for advertising Electronic media, communications delivered via electronic or electromechanical energy Digital media, electronic media used to store, transmit, and receive digitized information Electronic Business Media, digital media for electronic business Hypermedia, media with hyperlinks Multimedia, communications that incorporate multiple forms of information content and processing Print media, communications delivered via paper or canvas Published media, any media made available to the public Mass media, all means of mass communication Broadcast media, communications delivered over mass electronic communication networks News media, mass media focused on communicating news News media (United States), the news media of the United States of America New media, media that can only be created or used with the aid of modern computer processing power Recording media, devices used to store information

Social media, media disseminated through social interaction.

Attitudes –general or individualistic

An attitude is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event— this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question.

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As by the psychology dictionary, *“An attitude is an opinion that one has about someone or something. It can reflect a favorable, unfavorable, or neutral judgment.”*

We may have attitudes about many things. For example, we have attitudes about people, political issues, pets, music, art, movies, books, and education.

Attitudes may reflect both beliefs and feelings. For example, a positive attitude concerning a psychology course may include the belief that the course involves learning about something that is important to your life and the feeling that you like the course.

All definitions of attitude agree that attitude is a state of mind, a set of views or thoughts, regarding some topic, generally referred to as the attitude object.

Attitudes may be general such as common men’s dislike for terrorists and people propagating terrorism. At the same time they may be individualistic, such as a girl holding a positive view about ‘Barbie dolls’ while a boy is having a negative attitude towards the same object.

Attitudes generally refer to the way people think about certain objects, places, people and events. They therefore also define the way people act. An attitude towards a particular object can help one pre-determine an individual’s behaviour towards it. For example, in the same instance referred above, the girl with positive attitude towards the doll would preferably play with, make her hair or change her dress, whereas the boy might throw the doll or keep it aside and play with something else.

Attitudes and media effects

Most people accept the idea that the media can influence people. But the degree of that influence, as well as who is most-impacted, when, how and why, have been subjects of great debate about communication scholars for nearly a century now. Media effects refers to the many ways individuals and society may be influenced by both news and entertainment mass media, including films, television, radio, newspapers, books, magazines, websites, video games and music.

But media’s influence and effects rely on the attitudes or viewpoints people hold for them. There is a strong likelihood that people who hold a positive view about media and have keenness towards absorbing its tactics are more often influenced by media than those who hold a neutral or a negative view towards media and its tactics.

Hence scholars since decades have opined that children generally have a positive view towards media. That is the probable reason why children are more prone to media violence and why they more often emulate the content presented by media.

These abstractions by scholars have been studied and compared in this project which aims to understand, define and compare the attitudes of children amongst different age groups towards

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media along with that of their parents. The project endeavours to answer such questions and form basis for further researches in this field.

REVIEW OF LITERATURE

Children's attitudes towards media particularly advertising are probably one of the most widely studied phenomena in researches related to the field of media. To this date however, there has been no attempt to define a standard attitude which guides children behaviour.

The purpose of this study is to understand the attitudes parents and children hold for different types of media. This is done to view how some sets of population are more affected by media and its content than the others. The motive is to understand how these attitudes in defining the way children and parents perceive media and act in relation to it.

A benchmark study was conducted to examine Mainland Chinese parents' attitudes toward advertising and parental mediation of television viewing. A survey of 1,665 parents of elementary school children aged six to fourteen in Beijing, Nanjing and Chengdu was conducted December 2001 to March 2002. Results indicated Chinese parents hold negative attitudes toward television advertising in general and children's advertising specifically. The negative attitudes result mainly from the perception that advertising is deceptive and annoying. Parents feel strongly that advertising should be banned on children's programming. Ninety-eight percent of parents exercise some control over the contents and time of television viewing. Despite a low level of co-viewing and discussion of television commercials with children, Chinese parents perceived that they have great influence on their children's attitudes toward advertising.

While one reviews literature for this project, one can notice various researches aimed at studying the attitudes of students towards internet. Technology is great key that social, cultural, political values have been changed. By the improvements at technology, internet becomes a guide to analyse these changes and inform people about changes. By requiring the changes, adaptation for these are needed factor to survive with the effect of globalization and competition. Reaching resources in a fast way and gathering them under the different points of views with the perspectives of equality and alternatives. Although Internet has advantages, it has shortcoming by creating alienation, addiction and deviance issues and communities. On the other hand, it effects the education cycle of students by providing alternatives learning styles and learning in a creative way issues as an advantages of internet. Gaining advantage is great options for everyone, internet is an aspect of changing life in order to be further step in life. Technological developments open wide range alternative choices to gain benefit for people's life (Forcier, 1996). The great impact about technology requires individuals to be more creative rather than accepting all conditions without questioning. Because technology contributes individual to search lonely in order to get information in a stable and comfortable way. In addition to this, students get various capacities and properties while they are engaging with learning. In that sense, technology makes people to have self-differentiated properties in order to get wide range

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of knowledge and about all issues and everyone has same opportunities for gathering this knowledge. Time is main consideration beyond the technology to create active searching about information at this competitive environment. Because of the effects of competitive environment, stable knowledge is needed to get further step at one's life among people. Therefore, we have to realize the perspectives of students about internet as a first step by relating advantage of technology. Internet comes to the point that reflects discovery of data instantly to adapt the changes (Grabe, et al., 2001). Therefore, Internet is the main item for establishing new cultures among societies because of effecting education.

All reflections about the study that is “attitudes of students towards internet” by A Associate Professor Dr. Aytekin ISMAN and senior Instructor Fahme DAVAJ at the the Eastern Mediterranean University in the year 2004, concluded that because of living technology based and knowledge based century, adaptation to technology is inevitable conditions. As known, internet is great option for us to catch information any time we want. There is a consensus that internet provides huge alternatives with its advantages but also it includes different dimensions as a shortcoming. In addition to this, research results represent that high percentages concentrated on positive and consciousness about internet.

Therefore, the results of the research and the questionnaire, students have positive tendency the useful and easy reflections of internet. This examine that there is a consciousness about effects and importance of internet by having tendency to apply the consciousness or willingness of new technological style, because students education levels are convenient to apply and use internet otherwise they cannot reach the competitive environment.

Because of Internet become a part of every people's life, all of the people should eliminate negative perceptions and attitudes about internet and improve their adaptations in order to catch competitive environment strengths. By relating these information, aim of the this study was defined as to make analyse the attitudes of students towards internet as a being first step to do comments on these issues and to realize

The effects at education as being influencer on student's learning through effecting variables which are the personal information about students. As it is obvious that internet has shortcoming and also advantages. This study also targeted to define the awareness of students about negatives aspects of Internet and how they respond by emerging their backgrounds consideration.

As a result, having consciousness and positive reflections about Internet makes people to be further step at competitive environment. Therefore, at education cycle of students concentrate more to learn internet alternatives and functions for getting great positive benefit their future life by adapting contemporary trends.

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Various researchers and even layman claim that Television (TV) viewing is one of the most pervasive sedentary pursuits among children and adolescents. Research studies have shown that higher TV viewing hours are associated with a number of negative effects such as being overweight and obese, attention and behavioural problems, and impaired academic performance. Most interventions to reduce time spent watching TV have been school-based and little is known about the strategies that families use to control TV watching time. Hence a qualitative study of New Zealand parents' perceptions and views was done by Dorey, Roberts, Meagher-Lundberg P from University of Auckland in 2009. Herein Six focus groups with Māori, Pacific and non-Māori non-Pacific parents were conducted to examine New Zealand parents' perceptions of their children's TV watching. Focus groups explored attitudes towards TV viewing, strategies used to reduce viewing, and opinion on two different electronic monitors that can be used to restrict TV viewing. Focus group discussions were transcribed and a content analysis was conducted.

Results indicated that parents described TV as playing a dominant role in their family's lives, and highlighted several barriers to reducing children's TV viewing, such as parents not willing to reduce their own TV watching, a lack of safe alternatives to TV and the need to use TV as a babysitting tool. Limiting access to TV, making TV viewing a reward and finding alternative activities were current strategies parents employed to limit TV viewing; however, the barriers highlighted by parents make implementing such strategies difficult. Attitudes towards electronic monitor use to reduce TV viewing were mixed, but suggest further investigation of these devices is needed.

A new report on children's and their parents' attitude towards media consumption was conducted by the Swedish Media Council in year 2006. 2000 children and young people between 9 and 16 years of age and 2000 parents were asked to comment on how they perceive the media in their everyday life. According to the report, Swedish parents have a good control over their children's media consumption – differently from comparative studies in other countries. However, the opinions on what sort of contents are harmful, differ a lot.

Compared to last year's survey, both children and young people are using internet more actively, and the increase is most conspicuous among children (9 —12 years).

In their leisure time, the majority of children and young people most often are seeing their friends, doing homework and cultivating some sport.

Dedicating their time to the media – and especially TV – comes next after the above mentioned activities on the list of leisure time activities indicated by children.

The parents have an adequate idea of what their children are doing in their leisure time. "The parents seem to be quite well informed about how much time their children spend on the media. They also seem to have introduced more rules as for media consumption in comparison with last year. The children, however, think that their parents do not sufficiently discuss media-related

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impressions with them, as much as parents themselves indicate”, says Ann Katrin Agebäck, administrative director at the Swedish Media Council.

Children and young people agree that they mostly feel bad when they are watching other children suffer, whereas the parents consider sex and pornography to be most harmful. 67 % of the parents think that violence displayed in e.g. TV series is harmful, whereas only 14 % of the children/young people state that they are affected by such violence. In their opinion, the genuine violence in e.g. news is considerably worse.

Studies released by U.S. bishops in the year 2010 suggest that parents want more control over media content.

The study “Parents’ Hopes & Concerns About the Impact of Media on their Children” suggested more than 80 percent of parents are concerned about depictions of violence, sex, illegal drug use, alcohol abuse and profane language in the media—particularly on television programs and Internet sites. Other platforms raising concern were TV ads, social networking sites, video games, music and cell phones.

In a study Conducted by RAND and published in the September 2004 issue of Paediatrics, on 1792 adolescents ages 12-17 showed that watching sex on TV influences teens to have sex. Youths who watched more sexual content were more likely to initiate intercourse and progress to more advanced noncapital sexual activities in the year following the beginning of the study. Youths in the 90th percentile of TV sex viewing had a predicted probability of intercourse initiation that was approximately double that of youths in the 10th percentile. Basically, kids with higher exposure to sex on TV were almost twice as likely as kids with lower exposure to initiate sexual intercourse.

Surveys commissioned by Vetch Electronics and performed by research firm Compass has gauged parental attitudes to video games, by interviewing Canadian parents with children aged three to eight.

The survey, conducted with 500 parents by professional interviewers using computer aided telephone interviewing (CATI) between August 3-8, also found that 60 percent of respondents indicated that their eldest child in the age range currently plays games, and 81 percent of parents felt that children spent too much time playing video games.

Further figures in the study, which was commissioned by a maker of educational game software, show that 76 percent of parents whose children currently do not play video games said they would buy video games that motivate children to get involved in learning, and 86 percent of parents felt that educational video games could be helpful for a child's development.

Finally, the survey found that 76 percent of parents are concerned that the content of many video

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games is inappropriate for young children, but does not make it clear whether ESRB age ratings were taken into account when answering this question. The research was conducted and published in the year 2005.

Similarly, a 2009 survey research shows the attitude of parents changing towards video games. According to a new study by Xbox 360 manufacturers Microsoft, 61 per cent of parents consider video games a "great social experience".

The results of the second annual "Play Smart, Play Safe" survey, which monitors parents and children's attitudes towards digital entertainment, revealed that 52 per cent of the parents surveyed feel that games bring families together, and that, controversially, 64 per cent allow their children to play video games which have a higher age rating than they should be allowed.

Equally surprising is children's own desire for greater regulation of the games they play.

69 per cent of children want their parents to be more involved in checking the games they play are appropriate, and almost half state that their parents are not vigilant enough and do so "never" or "not enough".

As such, 73 per cent of young games players would turn to a friend as their first port of call for guidance on suitable gaming, in contrast to 23 per cent who would turn to a parent.

The findings were being lauded by Microsoft as part of sea change in society's attitudes to video gaming, with the study referencing a recent report from the European Parliament's Internal Market Committee which claimed video games have a "broadly beneficial effect on the mental development of children".

Our attitudes not only affect the way we perceive media, but media also affects the way we perceive things and determines our attitudes.

There is a growing body of evidence that parental regulation or mediation of their children's media use has consequences for media effects. Research has examined not only the factors which influence parental mediation of children's television viewing but also the effects of parental mediation on children's media use, consumer socialization and media literacy (see Calvert, 1999; Singer and Singer, 2001). Parental mediation is, too, influenced by such factors as family interaction or communication styles; these, in turn, have been shown to influence the ability to understand television among young children. For example, in a field study of 627 children and 486 of their parents, Austin et al (1990) examined the effects of family communication environment and parental mediation of television content on third, sixth and ninth graders' perceptions of the realism of television content, its similarity to real life and their identification with television characters. Findings showed that effective interpersonal 16 family

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communication helps children form the real world perceptions which they then compare with their perceptions of the television world so as to better assess realism.

These studies clearly indicate how parents and children have differing views about media and how the mass effects of media are a cause of concern. Hence this project aims to understand the attitudes of children and parents towards media and compare these attitudes to understand the major effects media has on children of this generation.

AIM OF THE STUDY

Comparison of attitudes of children and parents towards media as a research theme was chosen because of the rising concern about the effects of media over children and how parents are trying to curb the negative after effects of media on kids. Attitudes people hold, greatly define the way in which they behave. Hence a positive attitude towards media would result in grabbing all the information and emulating the tactics that media offer, while a negative or neutral attitude can have calming effects. The attempts have been made to study and compare the attitudes parents and children hold towards media and how that effects their media perception.

The aim of this research is to study the attitudes children of different age groups and parents hold towards media and compare them to understand how these attitudes can affect media perception.

The research involves the objective of ‘To study and compare attitudes of children and parents towards media and its effect on media perception.’

METHODOLOGY

Hypothesis

1. When compared, children will have a positive attitude towards media while parents will have a neutral or negative attitude towards media.
2. A positive attitude towards media will result in positive apperception towards media contents and increase its influence on the individual.

Sampling

A sample of 120 individuals was taken. Out of a sample of 60 children, 30 were from the age group 8-12 years and 30 were from the age group 13-17 years. The former group had one extra boy while the latter had one extra girl owing to the fact that boys from ages 8-12 and girls from ages 13-17 are more affected by media. A total of 60 parents agreed to participate in the project and the gender ratio was equally divided.

The sampling technique was non random sampling based on proximity and were undertaken from a popular schools in Punjab. The sample group belonged to upper middle class economic status where individuals have access to all types of print and electronic media.

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Tools for data collection

Since no particular tests measures people's attitude towards media, hence personal interviews and questionnaires were used to ascertain the attitudes of the sample population.

Interview is the method of data collection, where information is obtained through face to face verbal means. Interviews can have structured or unstructured questions. A positive rapport is built before the commencement of interview. In this case a set of semi-structured questions were asked from the sample.

Questionnaires are an economical tool of data collection. Items are listed on paper and the individuals may have to answer them in closed or open ended style. In this project, open and closed ended questionnaires were provided to the subject. Items and questions were asked indirectly to assess how individuals perceive media information.

Research design

On a parent-teacher meeting at school, parents were invited to participate in the project and a sample was selected. Semi structured interview was conducted where parents were asked several questions about television programmes, internet usage, newspapers and magazines, book reading among children, video games and their use prevalence.

After the interviews, they were politely asked to fill questionnaires that had indirect questions related to various forms of media and how they perceive.

Similarly, students from each group were selected during a free period in the school and were interviewed about media and its necessity. It was noted that how their answers reflected their positive, negative, neutral attitude towards media. Later they were administered questionnaires and were given basic instructions. It was emphasized that none of their answers or identities would be revealed in the course of this research.

NOTE- Samples for questionnaires for ages 8-12, 13-17 years along with questionnaires for parents are attached in the end of the project. A copy of permission letter for conducting the research can also be referred from the last page.

RESULTS

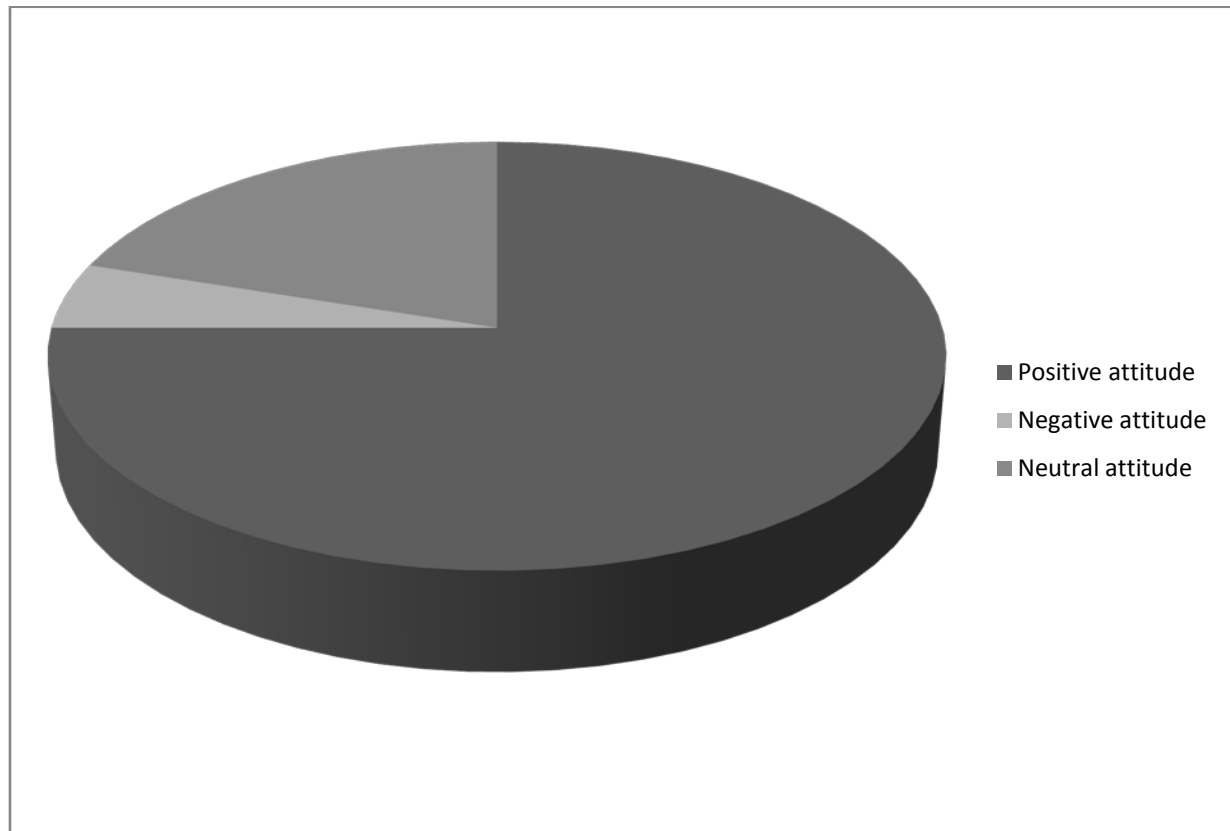
The results have been divided into three sections-

1. Attitude of children towards media
2. Attitude of parents towards media
3. Comparison between the attitudes parents and children hold towards media.

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1. ATTITUDE OF CHILDREN TOWARDS MEDIA

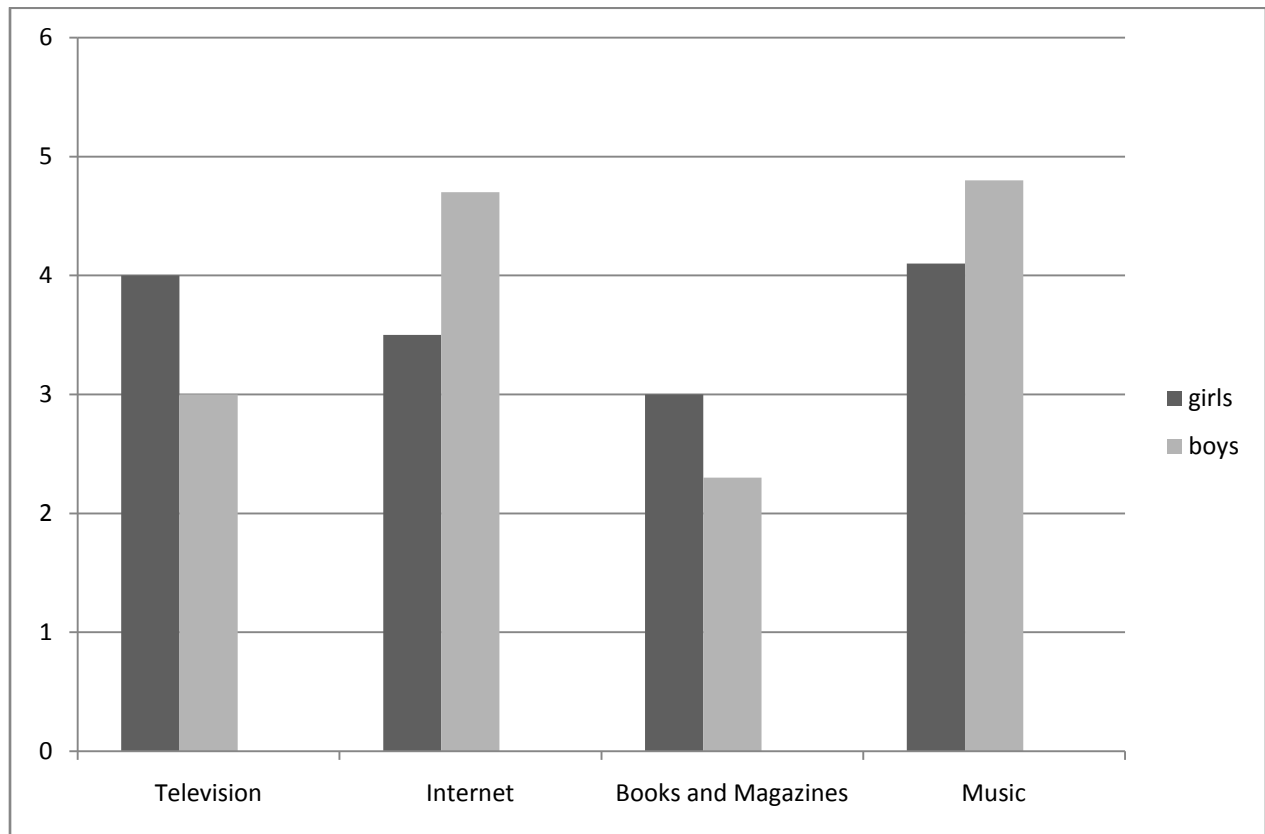
Pie chart 1.1 represents the attitude of children from ages 8-17 years towards general media



This pie chart indicates a general perception and attitude children hold towards media. Out of 60 children interviewed 75% of them mentioned about their positive affiliation with media and how different sections of media such as television, advertising, films, music, internet and magazines are an indispensable part of their lives.

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Table 1.2 indicates the rating girls and boys provide to different kinds of media on a scale of 1-5, with 5 being the highest (13-17 years)

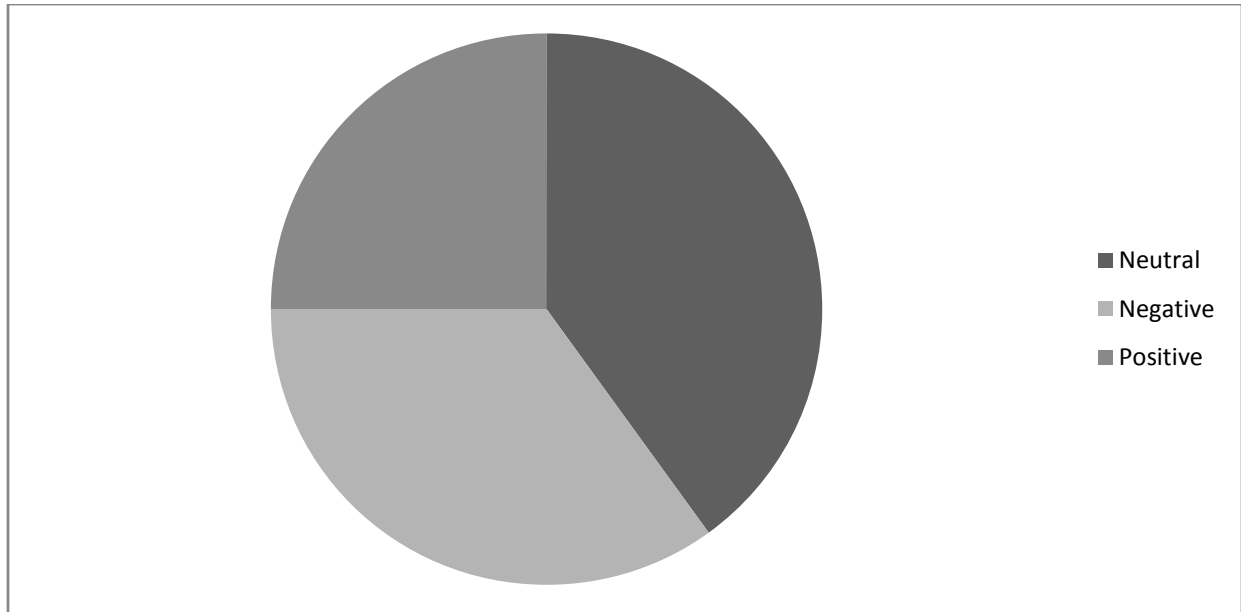


When the sample population consisting of 60 students were asked to rate different types of media on a scale of one to five, television on an average was rated 4 by girls, 3 by boys. Internet on the other hand held an average rating of 4.7 from boys and 3.5 from girls. Books and media were rated an average of 3 by girls and 2.3 by boys. Music was rated high by both genders with girls giving an average rating of 4.1 and boys giving an average rating of 4.8.

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2. ATTITUDE OF PARENTS TOWARDS MEDIA

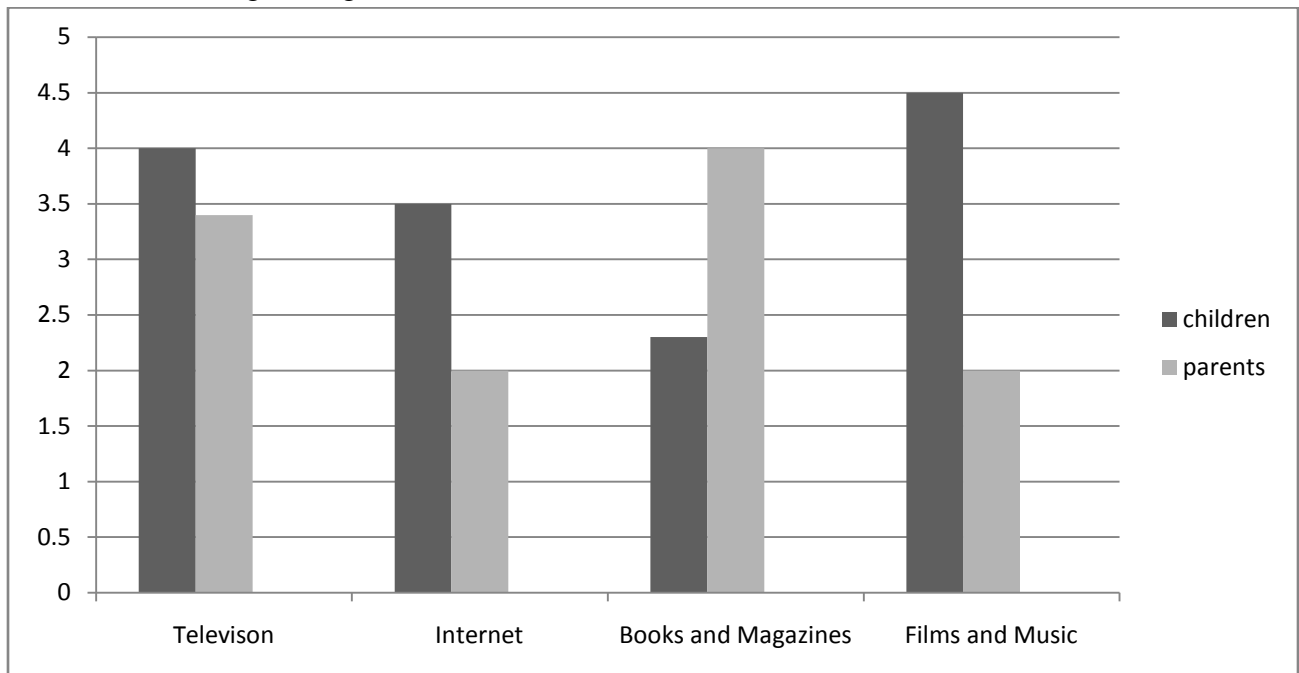
Pie chart 2.1 indicates attitude of parents towards media in general



This table indicates that 40% of parents have a neutral attitude towards media, 35% have a negative and 25% have a positive attitude towards media

3. COMPARISON OF ATTITUDES

Table 3.1 indicates the rating of various types of media by parents and children on a scale of 1-5 with 5 being the highest.



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When parents and children were asked about media and their perception towards it, it was found that most of the children hold a positive attitude towards media while most of the parents hold a neutral attitude towards media.

DISCUSSION OF RESULTS

Out of 60 children interviewed 75% of them mentioned about their positive affiliation with media and how different sections of media such as television, advertising, films, music, internet and magazines are an indispensable part of their lives.

Unsurprisingly, only 5% of children were found to hold a negative attitude towards media where they criticised certain aspects such as bad representation of females by media, boring television programmes, print media as lesser important etc.

15% of the children believed to have a neutral view about the media; where according to them media doesn't influence their actions, reactions and their daily lifestyles.

During the interview, these children were asked to explain how much good or bad they find media to be. Most of the students responded to this by saying that media helps in eliminating injustice from the society and keeps them well informed. Many girls replied to the question saying that media helps them know about various fashions and styles. Boys responded to same by mentioning how media, particularly internet, helps them socialise and know what goes around the world. These responses were provided by children from the age of 13 to 17 years.

When children from the age group of 8-12 years were asked about how much they like different types of media such as television, internet, video games etc, most of them replied by saying that they like media a lot. When asked to elucidate the same, they mention television helping them learn new things. Some of the children told about how video games help them learn better and how cartoons entertain them when they are bored doing the homework.

Different sets of questionnaires were provided to children from age group 8-12 years and children from ages 13-17 years as their interactions with media are different. The questionnaires included indirect questions pertaining to favourite television programme, video games, use of internet, advertisements etc.

When children from the ages 8-12 years were provided the questionnaires, an average population of them, particularly boys provided a high rating to video games (on an average 8 on a scale of 1-10 with ten being highest). Children also mentioned about their liking for reality shows and their belief that it helps to procure talent. Many children opted for going for clothes, toys and food that are advertised more often on television and newspapers than the ones that are not.

This clearly indicates that children from ages 8-12 years hold positive attitude towards media and their perceptions about various events, situations and objects and shaped by media.

This is the possible reason as to why children from this age group are more prone to violence once they had seen it on television. It also explains the reason behind children emulating actors

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and forcing their parents to buy them products that are advertised by credible models or actors. A positive attitude ensures that they find video games attractive and cartoons lure them.

When students from ages 13-17 years were administered the questionnaires, most of the girls answered that they are either not satisfied with their body type because it is similar to the body type of females shown on television and in magazines or they wish to be like them. This indicates that television and magazines affect their body image which is because of their positive opinion about the information presented by the media.

Students from this age group generally believe that media defines roles and stereotypes for each gender and therefore show more preference towards media as it helps them learn the supposed norms and rules.

Most of the children from this age group have a somewhat negative attitude towards newspapers and news channels as they clearly state that they sell glamour and provide lesser resourceful information. They too believe in the power of advertising and prefer to buy branded clothes and products rather than going for average ones.

This indicates that children from ages 8-17 years on an average hold a positive attitude towards media and therefore are more often affected by it.

Most of parents when interviewed discussed about the ill effects of media and mentioned about how media influences change the way their children think, act and feel. They generally discussed the shortcomings of media and some of the parents ridiculed media persons who they felt do not feel responsible about what and how they are portraying themselves in front of a large audience. When interviewed, many parents presented a neutral attitude (40%) wherein they discussed that media in different forms is only a source of knowledge and entertainment. They believed that media may influence their children behaviour, but they didn't blame it for a variety of negative behavioural changes. They mentioned that they allow their children to have decent contact with media, but they monitor their activities.

An average number of parents felt that media creates it difficult for them to deal with their children as it defines particular roles for each gender.

A few numbers of parents (30%) have a negative attitude towards media and feel that media has bad effect on the way child acts and affects his/her language. Some of the parents blamed media for blind aping of western cultures while others feel that internet is responsible for their child's lesser concentration.

25% population of parents in this research sample have a positive attitude towards media and feel that media helps their children in social interactions and helps him learn more.

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When parents were administered questionnaires, most of them wrote that they feel threatened by the ways media defines gender roles and how it forces their children to act or behave in certain ways. A large number of parents felt that there must be restrictions on what can be screened on television till 9:00pm to protect children from adultery or advertisements that prompt adolescents to buy harmful products. Although many parents presented no issues about their children using internet, yet they mentioned that they would prefer monitoring their child's activities.

Some of parents felt that media more or less doesn't have much role in westernization in this country and have a firm opinion that media; particularly print media helps their children to learn more.

Some of the parents presented concern about potential substance abuse that can be caused due to depiction of smoking, alcohol as fun on television and films, but many others believed that by controlling media exposure, they can determine the activities their child would indulge in.

Hence it was found that most of the parents have neutral attitude towards media where they find it a boon whose exposure shall be controlled.

When parents and children were asked about media and their perception towards it, it was found that most of the children hold a positive attitude towards media while most of the parents hold a neutral attitude towards media.

When asked to rate different types of media on a scale of 1-5 with five being the highest, television was rated at an average of 2.5 by the parents which represent neutral and 4 by the children. Internet was given an average rating of 3.5 by the children, indicating positive attitude and 2 by the parents, indicating a negative attitude. Books was given an above average rating of 4 by the parents and a below average rating of 2.3 by the children. Films and music was given a high rating of 4.5 by children and a low rating of 2 by the parents, indicating a negative attitude of parents towards films and music.

Hence when compared, it shall be noted that parents have a neutral attitude towards media, while children have a positive attitude towards media.

SUMMARY AND CONCLUSION

This project was conducted to ascertain how parents and children view media. It was hypothesized that children on a general level would have a positive attitude towards media while parents would either have a neutral or a negative attitude towards media. In this project, media referred to various means of social communication such as television, films, books, magazines, video games, internet, newspapers etc. Attitude on the other hand referred to an opinion that one has about someone or something. It can reflect a favorable, unfavorable, or neutral judgment.

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The main objective was to find out parental and children's attitude towards media. The aim herein was to understand how children are prone to being affected by the content presented by media. The project was also conducted with a view to understand how various dynamics of media affects old and young in different ways.

A sample of 60 parents and 60 children from the age group 8-17 years were selected as the sample populations. Parents below the age of 45 years were selected.

The sample was administered questionnaires which presented indirect questions about what and how they perceive media to be. The sample was also interviewed to understand their beliefs and opinions about various kinds of media.

Data was collected in qualitative and quantitative measures. Qualitative measure involved knowing the depth of attitude of sample size holds for media and understanding how possibly media affects them. Quantitative measures involved the sample providing rating to several types of media along with reasons.

The data collected was then analysed and it was concluded that children on an average have positive attitude towards media. They feel that media defines the way people think, feel, act and behave. Most of them revealed to be directly influenced by media that influences the products they buy, clothes they wear, language they use, socialization etc.

Most of the parents on the other hand provided a neutral attitude towards media, where they presented a notion that media is a reservoir of knowledge, but their child's usage of this reservoir shall be limited. Most of the parents discussed about how they monitor their child's activities so that s/he takes up only the required and relevant information.

Some of the parents had a negative attitude towards media where they expressed concern related to the content shown on television and movies. Although they felt that their children should focus more on print media, yet children displayed a rather neutral attitude towards reading newspapers and books.

Hence it may be concluded that children on an average have a more positive attitude towards media, while parents hold a neutral or negative attitude towards it.

It shall also be noted that through this project, the hypothesis is proved. Further research on this topic can be diverted at understanding how these attitudes define the manner in which children are affected by media and what shall be done to avoid children being exposed to explicit content. Researches on how parents can monitor their child's activities and reduce media influence can also be

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Loneliness & Depression: An Urban Syndrome?

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ABSTRACT

Context: Depression and loneliness are distinct yet mutually reinforcing phenomena. Considering the current transitional state of society and growing urban city, the question of urban-rural differences in feelings of depression and loneliness appears to be a serious, but neglected one. **Aim:** The aim of the study was to determine the variations (if any) in subjective feelings of loneliness and depression across habitat (urban versus rural). **Settings and Design:** The sample comprised of 320 adults (160 male and 160 female) aged 20 to 38 years, among which there were two groups : the clinical group, which comprised of 160 adults (80 males and 80 females) suffering from Major Depressive Disorder and the non-clinical group, which comprised of 160 adults (80 males and 80 females) not suffering from any psychiatric disorder. Each group had 80 urban residents and 80 rural residents. The clinical and non-clinical groups were matched on the basis of age, education and socio-economic status. **Methods and Materials:** Data was collected using Beck Depression Inventory, R-UCLA Loneliness Scale. GHQ-28 was used to screen out psychiatric morbidity and select participants for the non-clinical group. **Statistical Analysis:** Descriptive statistical analysis and analysis of variance was conducted to see if the urban and the rural group differed significantly in their subjective feelings of depression and loneliness. **Results and Conclusions:** Results showed that urban participants had significantly higher subjective feelings of loneliness as well as depression than their rural counterparts, both in non-clinical and clinical groups.

Keywords: *Loneliness, depression, Urban, Rural.*

Loneliness may be a phenomenon that all people experience at some time at some point of their existence and is principally a temporary state that dissipates as peoples' circumstances vary (Lauder et al 2006). For some individuals however, loneliness is a continual feature (Ernst & Cacioppo, 1999). Loneliness is synonymous with perceived social isolation which is dissimilar from objective social isolation. People can manage to survive relatively solitary lives and not feel dejected and conversely, they can survive an ostensibly a rich social life and feel lonely. Loneliness is defined as a distressing feeling that accompanies the perception that one's social needs are not being met by the magnitude or especially the quality of one's social relationships. Peplau and Perlman (1982) define loneliness as 'Loneliness exists to the extent that a person's

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networks of social relationships are smaller or less satisfying than the person desires'. People can experience loneliness for countless reasons and many life events like the lack of friendship during childhood and adolescents, or the physical absence of meaningful people around the person. Simultaneously loneliness may be a symptom of a psychological predicament. Social connectedness is increasingly being recognised as an essential component for well being of the majority (Searle, 2008).

Depression and loneliness are distinct but closely related. On the one hand, negative perception of one's social relationship (loneliness) may form the basis for the development of dysthymic mood and on the other hand, that may contribute to impairments in social relationship and thus to feelings of loneliness. Depression or major depressive disorder (also known as unipolar depression) is mental disorder characterised by an importunate and omnipresent low mood that is accompanied by loss of self esteem and by a loss of interest or pleasure in commonly enjoyable activities. Depression is major cause of morbidity worldwide. It affects 121 million people globally and is responsible for 8, 50,000 deaths per year (World Mental Survey Initiative, 2011). Based on comprehensive interviews with over 89,000 people the results show that 15% of the population in affluent countries (compared to 11% for low/ middle income countries) are likely to acquire depression over their life span. Major Depressive Episodes (MDEs) were elevated in high income countries (28% compared to 20%) and were especially high (over 30%) in France, The Netherlands and United states. The country with lowest incidence was China at 12% but in contrast MDEs were very common in India (almost 36%)(WMH Survey Initiative, 2011). In India Nandi et al (2000) compared the prevalence of depression in the same catchment area after 20 years (First in 1972 and then in 1992) and reported that the prevalence of depression increased from 49.93 cases to 73.97 cases per 1000 population. Even though in the current age of rapid change in living styles, life expectancy and sense of society or community, more and more people are suffering depression and loneliness, not much research has been conducted to observe urban – rural differences in depression and loneliness. In the state of Tamilnadu, India, Selvaraj and Ganadevan (2012) found that students residing at urban area reported to be lonelier than those residing in rural areas. The study conducted by McGee et al (2005) comparing the loneliness levels of old and adults residing in urban and rural areas of Ireland found that older adults residing in rural areas were lonelier than those residing in Urban areas. Study by Probst et al (2006) found the prevalence of depression to be slightly higher in residents of rural areas compared to urban areas. In the study conducted by Wang (2004) in Canada found that participants in rural areas had lower prevalence of MDE than those in urban areas.

Briefly, existing literature and research findings demonstrate that both loneliness and depression is associated with individual, familial and social factors. But there has been a paucity of research concerning these factors. Almost all the research has been exclusively confined to Western societies, where the social structures and way of life is much different from what that is in the Orient such as India. Furthermore, there has been a serious lack of research concerning loneliness and depression in the adult population. In this juncture of rapid industrialisation and urbanisation when social values are fast changing and families are disintegrating with more and

more people living alone, whether feelings of loneliness and depression is more intense in urban residence might pose an engaging question.

The aim of the study was to observe whether severity of subjective feelings of loneliness and depression varies across habitat (urban compared to rural), both in clinically depressed as well as nonclinical sample i.e if people suffering from MDD living in urban residence differs from people suffering from MDD living in rural residence in subjective feelings of loneliness and depression, as well as if these subjective feelings differed across 'psychologically healthy' people of urban and rural residence.

MATERIALS AND METHODS

Plan of Work

For the present study, the total sample was divided into two broad subgroups viz. 'clinically depressed' group and 'nonclinical group'. Both the groups had 160 participants each (40 rural men, 40 rural women, 40 urban men and 40 urban women). These two groups had two subdivisions in terms of the habitat of the participants i.e. urban or rural. The participants were men and women of the age range 20-38 years residing in urban or rural areas of West Bengal. The participants selected in the 'clinically depressed' group were suffering from major depressive disorder (MDD) for less than 2 years (Diagnosis of Major Depressive Disorder was made using the DSM-IV-TR criteria) and those in the 'nonclinical' group were screened on the basis of GHQ-28 (Goldberg and Miller, 1979) score and thus were not suffering from any psychiatric illness. Those with history of psychiatric illness were excluded from the nonclinical group. After obtaining informed consent from the participants, the information schedule (to obtain family and personal history), Beck Depression Inventory (Beck et al 1961; to measure severity of subjective feelings of depression) and Revised UCLA Loneliness scale (Russell, Peplau and Cutrona, 1980; to measure severity of subjective feelings of loneliness) were administered.

Sample characteristics

Participants in the 'clinically depressed' group were selected from the Psychiatry department of NRS Medical College, Kolkata. The urban participants were residents of urban and sub-urban areas of Greater Metropolitan Kolkata and the rural participants were residents of villages (beyond district and block towns) of the districts of Nadia, Howrah, the 24 Parganas, Hoogly, Burdwan, East and West Midnapore.

In the 'nonclinical' group, the urban participants were residents of urban areas of Kolkata and Howrah and the rural participants were residents of the village of Sapdaha (Panchayet- Garanga, Block-Garbata, District-West Midnapore).

The participants of the two groups (Clinical and non-clinical) were matched on the basis of age, socio-economic status, educational status. The mean age of the participants of the clinical group

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was 28.2 years whereas the mean age of the participants of the non-clinical group was 28.9 years.

The participants who were suffering from MDD for more than 2 years and those who had any co-morbid psychiatric illness along with MDD were not included in the work. Participants outside the age range of 20-38 years, monthly income outside the range of Rs10,000- 20,000 per month, resident of their respective habitat for less than 3 years, education less than grade 6 were not included in the work.

Statistical Analysis

Descriptive statistics (Mean & Standard Deviation) and Analysis of Variance was conducted using SPSS v16.

RESULTS

The results of the study indicated that the ‘clinically depressed’ group was much lonelier than the ‘nonclinical’ group. As shown by descriptive statistical analysis, the urban participants suffering from Major Depressive Disorder (MDD) made the loneliest group (Mean score on measure of subjective feelings of loneliness=48.8), followed by rural participants suffering from MDD (Mean score=40.05), ‘nonclinical’ urban participants (Mean score=38.5) and ‘nonclinical’ rural participants (Mean score=26.05). Overall, the urban group reported much higher feelings of loneliness (Mean = 43.65) than the rural group (Mean=33.05).

Analysis of variance showed that the urban and rural group differed significantly in their subjective feelings of loneliness and depression both in the clinical and non-clinical group, as well as when clinical and non-clinical groups were taken together.

TABLE 1: Significance of difference between the urban and rural group in the clinical and the non-clinical group, with respect to subjective feelings of loneliness and depression

Group	Clinically depressed						Nonclinical					
	Urban		Rural		F value	P value	Urban		Rural		F value	P value
	M	S.D	M	S. D			M	S. D	M	S. D		
Loneliness	48.8	12.589	40.05	7.073	25.43**	.000	38.5	4.371	26.05	3.187	29.96**	.000
Depression	34.15	5.518	31.9	5.21	3.91*	.05	7.75	2.693	4.9	2.826	4.1*	.003

TABLE 2: Significance of difference between the urban and rural group with respect to subjective feelings of loneliness and depression

	Urban		Rural		F value	P value
	M	S.D	M	S.D		
Loneliness	43.65	10.664	33.05	8.895	26.56**	.000
Depression	20.95	14.038	18.4	12.284	3.86*	.004

** - significant at .01 level., *-significant at .05 level. SD- Standard Deviation M-Mean

DISCUSSIONS

The results indicated that feelings of both loneliness and depression are more intense in urban residents than rural residents. Urban residents suffering from MDD were the loneliest. In the nonclinical group, too, urban residents reported greater feelings of loneliness and depression than rural residents. Social connectedness is increasingly being recognised as an essential component of well-being for most people. Humans are essentially collective in nature and nobody can live without a social web. In an era characterized by population aging, more and more people are living longer and alone. People living in single person and single parent households are twice as likely to experience loneliness as people living in couple households (Baker, 2010). NSSO of India in 2004 indicated that 1.23 million men and 3.68 million women are living alone and face loneliness (Jeyalakshmi and Chakrabarti, 2011).

Victor et al (2009), in their study found that one of the prime causes of loneliness in the rise in the number of people living alone, perhaps one of the biggest change in terms of people's social relations. While only 18% of people lived alone in 1971 in the U.K, by 2006, this number had increased to 29% (Victor et al, 2009). This increase in number of people living alone is in the rise even in the developing countries. Importantly, the Victor et al study also discovered an often overlooked spatial aspect to social isolation, whereby either through increasing mobility, dispersion, residence in 'separate' accommodation, or because of declining community, people came to feel socially isolated where they lived. The notion of what makes a community is in a state of flux: communities that were tied to localities are declining, but communities based on common interest such as environmentalism are thriving. Sociologists articulate that the old notion of community is more fluid and open. Fewer people pronounce that they belong to traditional community yet not everyone feels part of the new community taking shape. A survey by University of Sheffield for the BBC in 2008 tracked 'anomie', a sense of not belonging to a community and concluded that a sense of community had been weakening over the past 30 years. As early as 1950 the US sociologist Robert Weiss found that residence of transient communities lacked long-term relationships with friends and neighbours, as well as the benefits of living closer to older generations of their own families (Weiss, 1975).

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Interdependence was not always a conscious decision, rather a compulsion in the old rural society. For example, parental properties, as a norm, could not be divided until the death of parent; that made siblings to remain together till very late of their age resulting in a large joint family. Despite its many obvious advantages, physical or emotional security and economies of scale being the most obvious ones, the joint family system is collapsing. As market in modern societies started offering new job opportunities, which attracts young people out of their parental families, eventually landing in urban or industrial centre which has an atomistic society. Thus loneliness has become a social issue in contemporary societies.

Depression and loneliness are distinct but closely related, mutually reinforcing phenomena. On the one hand, negative perception of one's social relationship (loneliness) may form the basis for the development of depressive symptoms, and on the other hand depression may contribute to impairments in social relationship (Joiner & Timmons, 2009) and hence to feeling of loneliness. The initiation and maintenance of social relationships are important to life satisfaction, and numerous studies have indicated that loneliness is associated with symptoms of poor mental health such as depression (Heinrich and Gullone, 2006). Finally, as the depression is maintained or deepened, social connections are further weakened. The depressed individual desires the social contact, yet lacks the behavioural activation to address the situation, leading to a discrepancy between the desired and achieved levels of interpersonal relationships, that is, loneliness. As found by Wang (2004), participants in rural areas had a lower prevalence of MDEs than those in urban areas, even after controlling for marital status and working status.

As observed by Paykel et al (2000), rural residents have slightly better mental health than non-rural counterparts. The effects of geographical location on mental health of participants were neither significantly confounded nor modified by socioeconomic status, employment status or household income. A study conducted by Sundquist et al (2004) found a linear association between increasing population density and first-admission rate for depression. Middleton et al (2003) found suicide rates to be significantly higher in urban areas of England and Wales than in rural areas.

More and more people live alone in urban societies than in rural societies. Mijuskovic (1992) distinguished two models of human organisation, namely the organic community and the atomistic society. In organic community, the individual greatly relies on community for support, a sense of belonging, reciprocal sharing with others and one's sense of identity. In atomistic society, individual achievement and competitive, impersonal social relations, which make alliances with each other more difficult, are encouraged. They were described by Mijuskovic (1992) as regarding relationships as contractual, external, and formal.

It is evident that urban India is fast changing and fitting into an atomistic society. Urban and rural areas differ in ways that encompass both the physical and social environments, ranging from factors such as access to education, employment, transport to leisure facilities, noise, crowding, rates of crime etc.

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It has long been noted that urban stressors like noise, crowding have adverse impact on physical health too, for example, hypertension and cardiovascular disease. Recent studies have noted correlation between depression and hypertension as well as other forms of cardiovascular disease (Scalco et al 2005). The greater intensity of depressive symptomatology in urban participants may be attributed also to greater stress related to housing, work, marriage, child rearing and security, combined with inadequate resources (e.g. social support) to cope with the stressors. There is higher concentration of poverty in city centres and higher rates of socio-cultural disintegration (e.g. in the form of separation, divorce). Migration from rural to urban areas, too, might make urban life difficult.

Thus, in conclusion, this study indicate that there is a significant effect of habitat in subjective feelings of loneliness and depression in adults. Urban residents were found to be significantly lonelier and more depressed than rural residents. Community psychological intervention might be aimed at this.

However, this study has some limitations as well. To obtain data, only self-report measures have been used. More 'direct' and elaborate techniques can be used along with self-report measures to corroborate the data obtained from self-report measures. More detailed work is needed to explore the factors that reinforces and sustains loneliness and depression in urban residents. Also, rather than the simple dichotomy of urbanicity and rurality, varying levels of urbanicity might be of interest.

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Psychosocial Factors Associated With Reverse Smoking

- A Qualitative Research

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ABSTRACT

Reverse smoking refers to a smoker putting a lit end of the cigarette into his mouth and inhaling the smoke from lit end. Reverse smoking is popular in some parts of India, Srilanka, Venezuela, Panama and Sardinia. Reverse smoking is a risk factor for cancer of the hard palate. Prevention is better than cure, thus its very crucial to identify the factors associated with initiating and abiding by this habit, so that we can try to prevent people from taking up this habit. The current study is conducted with an aim to assess the psychological and social factors associated with reverse smoking. Materials & methods: the current study is an qualitative research conducted to know the psychological and social factors related to reverse smoking. The information is collected by means of structured interview. The study includes reverse smokers from srikakulam district the sample size is determined by data saturation. Individuals who are psychologically disoriented and who do not give informed consent are excluded. Results: majority of individuals in the current study has started reverse smoking due to the influence of others and majority of them belong to lower SES and are illiterates which suggest that individuals behavior is largely determined by the condition in which they live. Nearly 55% of the reverse smokers were influenced by their family and friends. Conclusions: complex array of factors influence and determine human behavior major emphasis on health promotion is therefore to make the healthy choices, and highlight that an agenda to improve health outcomes among the poor in India must include effective interventions to control tobacco use.

Keywords: *Psychology, reverse smoking, tobacco*

Cigarette smoking is the leading cause of preventable death in the world; 100 million people were estimated to have died from causes related to smoking in the 20th century. This is around three times more people than those who died in World War I. The 100 million people who died from **smoking** in the 20th century died from a **preventable cause of death**. This trend is continuing into the 21st century, with the World Health Organization estimating that about 5

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million people around the world **die from smoking** every year.¹ Researchers have reported that smoking prevalence in ‘adults believe that they can easily quit smoking, ignoring its addictive properties, and ultimately believe they can be spared from the long-term effects of smoking. Petraitis and colleagues (1995) suggested that factors affecting tobacco use can be classified along two dimensions-type of influence and level of influence. These authors suggested that three distinct types of influence underlie existing theories of tobacco use social, cultural, and personal. Social influences include the characteristics, beliefs, attitudes, and behaviors of the persons who make up the more intimate support system of adolescents, such as family and friends. Cultural influences include the practices and norms of the broader social environment of adolescents, such as the community, neighborhood, and school. Personal influences include individual biological characteristics, personality traits, affective states, and behavioral skills.²

India, tobacco consumption is responsible for half of all the cancers in men and a quarter of all cancers in women. Reverse smoking refers to a smoker putting the lit end of a cigarette into his mouth. The smoker then inhales the smoke from the lit end. In India, it's predominantly prevalent only in the north coastal districts of Andhra Pradesh, especially among the rural, tribal, agricultural and fisher-folk communities of Srikakulam, Vizag, Vizianagaram and West Godavari. There has been no drop in the unique form of cancer called 'chutta' or palate cancer, which occurs due to smoking with the 'reverse' lighted end of the cigarette inside the mouth. India also has one of the highest rates (47% men and 14% of women—either smoked or chewed tobacco) of oral cancer in the world. The World Health Organization predicts that tobacco deaths in India may exceed 1.5 million annually by 2020.³

METHODOLOGY

The present study is a descriptive qualitative study conducted among the fishermen's of coastal area of Andhra Pradesh, India to understand the psychosocial determinants of reverse smoking. In-depth interviews were conducted with 360 individuals who practiced reverse smoking. The study was carried out for 3 months.

Inclusion criteria

- ▶ Individuals with the habit of reverse smoking residing in coastal areas of Andhra Pradesh (Srikakulam, Vizianagaram districts).

Exclusion criteria

- ▶ Individuals who are psychologically disoriented
- ▶ Individuals who do not provide consent.

Study sample was selected by employing SNOW BALL SAMPLING TECHNIQUE. The sample size was determined by “DATA SATURATION METHOD” A structured interview method was

employed to collect the data, after obtaining the informed consent from the participants. The structured interview was conducted in local language by a single person fluent in the local language. It consisted of questions related to their demographic profile and reasons for reverse smoking, peer influence and their knowledge related to its effect on health and why they smoke(benefits). The data collected was immediately transcribed. The transcription were read and re-read carefully and different categories were identified. Saturation of categories was attempted using a constant comparative approach, based on it the sample size fixed was 360. Qualitative thematic content analysis was conducted to develop a preliminary coding scheme.

RESULTS

Table no. 1 depicts the descriptive statistics of the study participants. The study subjects were largely within the age group of 40 to 70 years(96.7%) and 3.3% were above 70 years of age. All the participants were illiterates. Majority of them belonged to low socioeconomic class and all used chutta for smoking.

Analysis of the interview transcripts revealed 5 main reasons to start smoking (table.2). Majority (45%) had their first puff when their parents asked them to light the chutta for them. Others started smoking by seeing their neighbors smoke(23.3%), to overcome sickness(15%), To overcome the cold weather(8.3%)and surprisingly 8.3% started smoking as they were advised by rural medical practitioners.

Table no 3 shows the participant's response to a question analyzing the family and peer influence of an individual to persist reverse smoking habit.

When asked about the effects of reverse smoking on health, to our amaze 81.6% said that it improves digestion and none of them knew about its harmful effects.

When questioned about the social influence of reverse smoking almost 83.3% said it creates a bond as during smoking they get along together for some time discussing their routine, problems and worries. Reverse smoking provided a platform for social interaction.

DISCUSSION

There is very limited literature identifying the social and psychological factors influencing the initiation of reverse smoking. The earlier literature has advanced several explanations for reverse smoking, the most prominent being that the chutta is less likely to be extinguished by water being splashed on it during household work, as well as the possibility of hot ashes falling on nursing infants.

1. In contrast to the earlier studies the main reason identified in the current study was peer or parent influence and was associated with any beneficial outcomes like improving digestion and social interaction. 80% of individuals in the current study had started Reverse Smoking due to the influence of others and majority of them belong to lower SES and are illiterates which suggest

that individuals behavior is largely determined by the condition in which they live (Madarasova Geckova. A 2005⁴, Daniel J. Corsi 2013⁵). Focusing solely on changing lifestyle can be considered a “Victim blaming” approach which is not only ineffective but may also widen health inequalities . The reverse smokers were influenced mainly by their family and friends which is in line with the results of the study conducted by(Suzanne L Tyas, Linda L Pederson,1998)⁶ on smokers. The lack of literacy is one of the major finding suggesting that the people needs to be educated so that they are in a better position to understand the impact of health detrimental habits. Apart from this few people said that they were advised by the rural medical practitioners to smoke. This suggests the need to educate them in addition provide scientifically sound medical care to the people staying at remote areas.

CONCLUSION

Complex array of factors influence and determine human behaviour. Major emphasis in health promotion is therefore to make the healthy choices. With the extensive knowledge we possess regarding the detrimental health effects associated with this habit, it is time to **quit**. . Elucidating determinants of cigarette smoking behaviors would aid healthcare professionals to target intervention programs to those most in need.

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Table 1: Descriptive statistics of the study population

Variable	Statistical data
No of participants	360
Age range	40 to 50yrs-38.3% 50 to 60yrs -31.6% 61 to 70yrs_25% 71 to 80yrs-3.3%
Gender Male female	38.7% 61.3%
Educational level Illiterates	100%
Socioeconomic status Lower lower Lower middle	98.3% 1.6%
Material used for smoking	chutta

Table 2: Reasons for starting reverse smoking

Response	Individuals in %
Had their 1 st puff when their parents asked them to lit the chutta consecutively got used to it	45%
Learned from their neighbors	23.3%
To overcome sickness(Edema, toothache, asthma)	15%
To overcome the cold weather	8.3%
Advised by RMP(rural medical practitioner) doctor for various reasons of sickness like fever, asthma etc..	8.3%

Table 3:Is their anyone in your family and friends who smoke?

ANSWERS	PERCENTAGE
Family	55%
friends	21.6%
no	18.3%
both	5%

Status of Clinical Psychology in India – (A Retrospective Analysis of Review)

Shatrughan Singh¹

ABSTRACT

The present retrospective analysis of review study focused on status of clinical psychology in India as compared to European countries. The roles of clinical psychology in present scenario in the field of teaching, training, research, administration and holistic approach of psychological interventions are challenging and very rewarding but the biggest problems facing this sector are its inability to attract the talented personnel. A number of studies show that about 25% of trained professionals are going abroad due to better remunerations, service condition and future prospect. This has to be stop by providing better services conditions, standard salary package and status at par with the medical counterpart. However without proper Government policy, regulating and framing the law, code of conduct and creating a national licensing board similar to the American Psychological Association and British Council for Psychologist status of clinical psychologist cannot be improved.

Keywords: *Clinical psychology, ethic codes and trained manpower development.*

The Clinical psychology as a branch of applied psychology is under developing stage and has having very enormous scope in India. This is a well recognized and developed science in western countries. This science has broad and diverse in nature study human mind, brain and behavior. It is covering largest branch of psychology dealing with psychological assessment, clinical diagnosis, prognosis, intervention and prevention of psychological diseases. Moreover study of a person's reaction, emotion and behavior and apply understanding of that behavior to treat the associated behavioral problems. Treatment is focused on therapy and counseling rather than prescribing medications.

The roles of clinical psychologist in present scenario as teaching and training faculty, research scholar, administrator, clinician and psychotherapist are challenging and very responsible. It is therefore essential for every clinical psychologist to make use of a certain degree of elasticity and originality in their approach to day to day practice. They can play a team work leader and very much assertive on both medical and paramedical issues. The code of conduct and ethical issues are outlines the responsibility of a clinical psychologist in the Rehabilitation Council of

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India regulations. There are very much concern while issuing certificates, in any kind and dealing with medical - legal cases. There psychological report is based upon clinical finding, mental status examination and objective assessment equipments.

The clinical psychology has travel a long distance since Dr. GS, Bose a medical practitioner in this field established him and considered as first Calcutta based clinical psychologist in India. He started a course in psychoanalysis for Post Graduated Course in psychology at Calcutta University during twenty centaury. This period was important for professional growth and development in clinical psychology. It is widely recognized in the European country especially in Germany, United State of America and United Kingdom.

Government of India established the All India Institute of Mental Health at Bangalore currently famous as National Institute of Mental Health and Allied Neuro – Sciences where a post graduate diploma in medical psychology was started as a full time course with supervised internship training in clinical psychology. Subsequently, various nomenclatures like DMSP, MM&SP and currently M.Phil in clinical psychology are being used for full time training courses in clinical psychology. Central Institute of Psychiatry, Ranchi in (1962) and after that Ranchi Institute of Neuro - Psychiatry and Allied Sciences, Ranchi in (2000) introduced similar courses. Recently more than two dozen centre have started training programmes in clinical psychology in government as well as private set - up recognized by Rehabilitation Council of India, New Delhi and affiliated to Indian universities recognized by University Grant Commission. Some of them are working under centre of excellence by ministry of health and other university department and apex institute under ministry of social justice and empowerment.

The services of clinical psychologists are required in psychiatry department of medical colleges, mental hospital and more or less for all disability rehabilitation centers but their services are essentially needed for persons with intellectual disability and mental illness. The areas of responsibility as a clinical psychologist includes child mental health, learning disability, emotional problems, positive health, substance abusers and adult mental health etc. to care and provide services to the needy persons. Clinical psychologists working in rehabilitation centre are an integral part of the medical board member to assess persons with intellectual disability and provide their percentages of disability based on IQ testing and disability assessment scales. Despite of that almost two generations of trained clinical psychologist have spent their life in their professional set – up, moreover still have been lacking behind our professional position at par with other medical colleagues.

Table: 1 Showing Demand Estimated of Clinical Psychologists in India

SN	Personnel	Years
1.	3,037	2007
2.	3,155	11 th Five Year Plan
3.	3,232	12 th Five Year Plan

During the year 2007 their total demand was estimated to be 3,037 personnel who will be increase to 3,155 by the end of 11th five year plan and will further increase to 3,232 by the end of 12th five year plan. As the number of disabled population will be increasing, the demands of such personnel will also increasing. About 85% of them are needed at degree level and remaining 15 % at certificates level.

Table: 2 Showing Stock of Trained Manpower as Clinical Psychologists

SN	Clinical Psychologists	Years
1.	209	2007
2.	465	2012
3.	785	2016
*4.	852	Current

- As per Indian Association of Clinical Psychologists, Membership Directory

The stock of trained manpower in terms of clinical psychologists were available 209 in the year of 2007, 465 in the year o f 2012 and 785 to be in the years of 2016. According to IACP annually report there are currently 852 members in the association. They may be or may not be associated with Rehabilitation Council of India.

A number of studies show that about 25%of trained professionals are going abroad due to better remunerations, service condition and job future prospect.

As estimation shown only few persons with PhD who are engaged in this sector. To overcome this apex national institutes and universities should offer more doctoral and post graduates courses in this stream. Expert from throughout the country as well as abroad would be involved to encourage the student for higher professional qualifications.

The biggest problems facing this sector are its inability to attract the talented persons. Because they feel that there is not much carrier future prospect in the field. It has been observed that from our experience that the professionals engaged in this field are getting very low salary perks etc.,

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social recognition, and no good future carrier prospect, identify crisis and treated as assistant to medical doctors. Most of the teaching faculty working in national institutes, NGO, etc were seems to be frustrated. A bright carrier policy would be framed to avoid stagnation. Adequate effort should be made to attract trained personals by providing standard salary packages better future prospects and better service conditions.

Regarding status of clinical psychologists some advice are made in term of immediate ban on self style practitioner by regulating and framing law code of conduct and creating a national licensing board by similar to the American Psychological Association and British Council for Psychologist.

An old study by Barnett's , (1955) very relevant nowadays also that clinical psychologist is very much busy with doing psycho diagnostic psychometry like Rorschach and TAT etc and testing was done by poorly trained people. Projective techniques should be used by qualified persons only. Moreover a person having M.A degree in philosophy that was practicing psychoanalysis even today a poorly trained psychologist doing practices without proper internship training.

Barnette, (1955) study also found that there were no textbook available by Indian authors. Although we did come across a textbook by Bhatia, (2008) named Textbook of Clinical Psychology. According to K.R. Rao, (2008) report psychology in India is in such a sorry state that it is widely felt that it needs to look back into its own tradition and learn from it.

In the present time, the status of clinical psychology might be improved or better due to technological advancement of digital technology specially uses of internet in diagnosis, prognosis, and psychodynamics of emotional diseases management and prevention of mental health problems.

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The Role of Life Skills Training In Developing Emotional Maturity and Stress Resilience among Adolescents

Shwetha. B. C¹

ABSTRACT

Resilience has been defined as “the ability of an individual to function competently in the face of adversity or stress.”(Kirby and Fraser, 1997).

Life Skills are the abilities for adaptive and positive behavior that enable individual to deal effectively with the demands and challenges of everyday life – WHO.

Emotional Maturity is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior.

Life skills training is used to help adolescents not only acquire knowledge, but also to develop relevant skills to enable them to reduce the risk of behaviors and negative consequences (Botvin & Griffin, 2004). This skills training is one of the best alternative strategies for the proper practice in essential abilities for managing adolescent life, particularly decision-making and critical thinking ability by considering information and behavior consequences, and ability in recognition of strong feelings in one's self and others to modulate one's own behavioral response, resolve disagreements, and follow rules in a productive and healthy manner (WHO, 2003).

The present study focuses on the impact of Life Skill Training Program on Emotional Maturity and Stress Resilience among adolescents. To examine the same the sample of 30 adolescents were given the Life Skill Training and 30 adolescents didn't receive any Life Skill Training and both the groups were administered with Emotional Maturity Scale and The Resilience Scale. The research findings indicated that there is a significant difference between the experimental and control group; experimental group which received Life Skill Training had high Emotional Maturity and high stress resilience compared to untrained group.

Keywords: *Life Skill, Emotional Maturity, Stress, Resilience, Adolescents.*

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Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life(WHO) .Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. These are listed below:

- Decision making
- Problem solving
- Creative thinking
- Critical thinking
- Effective communication
- Interpersonal relationship skills
- Self-awareness
- Empathy
- Coping with emotions
- Coping with stress (WHO/MNH/PSF/93.7A.Rev.2)

Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have.

Similarly, problem solving enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

Creative thinking contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives. Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure, and the media.

Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.

Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family

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members, which are an important source of social support. It may also mean being able to end relationships constructively.

Self-awareness includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behavior towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support. (WHO/MNH/PSF/93.7A.Rev.2)

Coping with emotions involves recognizing emotions in ourselves and others, being aware of how emotions influence behavior, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.

Coping with stress is about recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tension secreted by unavoidable stress does not give rise to health problems.

The life skills described above are dealt with here in so far as they can be taught to young people as abilities that they can acquire through learning and practice. For example, problem solving, as a skill, can be described as a series of steps to go through, such as: 1) define the problem; 2) think of all the different kinds of solutions to the problem; 3) weigh up the advantages and disadvantages of each; 4) chose the most appropriate solution and plan how to realize it.

- Teaching life skills as generic skills in relation to everyday life could form the foundation of life skills education for the promotion of mental well-being, and healthy interaction and behavior. More problem specific skills, such as assertively dealing with peer pressures to use drugs, to have unprotected sex, or to become involved in vandalism, could be built on this foundation. There are research indications that teaching skills in this way, as part of broad-based life skills programmes, is an effective approach for primary prevention education (Errecart et al., 1991; Perry and Kelder, 1992; Caplan et al., 1992).

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- The model below shows the place of life skills as a link between motivating factors of knowledge, attitudes and values, and positive health behavior; and in this way contributing to the primary prevention of health problems.

Knowledge, attitudes, values+ Life skills for psychosocial competence+ Behavioral reinforcement of change----->positive health behavior-----> prevention of health problems.

- Effective acquisition and application of life skills can influence the way we feel about ourselves and others, and equally will influence the way we are perceived by others. Life skills contribute to our perceptions of self-efficacy, self-confidence and self-esteem. Life skills therefore play an important role in the promotion of mental well-being. The promotion of mental well-being contributes to our motivation to look after ourselves and others, the prevention of mental disorders, and the prevention of health and behavior problems .Promoting the teaching of life skills

In promoting the teaching of life skills, the WHO is promoting the teaching of abilities that are often taken for granted. However, there is growing recognition that with changes in many cultures and lifestyles, many young people are not sufficiently equipped with life skills to help them deal with the increased demands and stresses they experience. They seem to lack the support required to acquire and reinforce life skills. It may be that traditional mechanisms for passing on life skills (e.g. family and cultural factors) are no longer adequate considering the influences that shape young people's development. These include media influence and the effects of growing up in situations of cultural and ethnic diversity. Also the rapid rate of social change, witnessed in many countries, makes the lives of young people, their expectations, values, and opportunities very different from that of their parents. Life skills for psychosocial competence need to be distinguished from other important skills that we hope young people will acquire as they grow up, such as reading, numeracy, technical and practical "livelihood" skills. These and other skills are usually recognized as abilities that young people should learn, either in schools, at home or in their communities.

Life skills are being promoted so that they can gain recognition as essential skills that should be included in the education of young people. Life Skills Education For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people.

The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behavior. This is described in the Social Learning

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Theory developed by Bandura (1977). In Social Learning Theory learning is considered to be an active acquisition, processing and structuring of experiences.

In life skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge is about particular situation in which a life skill can be used. The children may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations - actual practice of skills is a vital component of life skills education.

Given the wide ranging relevance of life skills, an optimal strategy for the introduction of life skills teaching would be to make it available to all children and adolescents in schools. Life skills teaching promotes the learning of abilities that contribute to positive health behavior, positive interpersonal relationships, and mental well-being. Ideally, this learning should occur at a young age, before negative patterns of behavior and interaction have become established.

The school is an appropriate place for the introduction of life skills education because of:

- The role of schools in the socialization of young people;
- Access to children and adolescents on a large scale
- Economic efficiencies (uses existing infrastructure);
- experienced teachers already in place;
- High credibility with parents and community members;
- Possibilities for short and long term evaluation.

Even in countries where a significant proportion of children do not complete schooling, the introduction of life skills education in schools should be a priority. Life skills education is highly relevant to the daily needs of young people. When it is part of the school curriculum, the indications are that it helps to prevent school drop-out. Furthermore, once experience has been gained in the development and implementation of a life skills program for schools, this may help with the creation and implementation of programs for other settings.

FOCUS ON PRESENT STUDY

- The present study being an attempt to understand the concept of Life skills education and the influence of Life skills education on Emotional Maturity and Stress Resilience an attempt was made to review the relevant literature.
- The sources of studies for review literature are referred journals, books, dissertations, abstracts and the internet.

STUDIES ON LIFE SKILLS EDUCATION ITS IMPACT ON SOCIAL COMPETENCE AND STRESS RESILIENCE

- **Emotional Maturity** is a complex, multidimensional concept consisting of social, emotional (e.g., affect regulation), cognitive (e.g., fund of information, skills for processing/acquisition, perspective taking), and behavioral (e.g., conversation skills, prosocial behavior) skills, as well as motivational and expectancy sets (e.g., moral development, self-efficacy) needed for successful social adaptation. Emotional competence also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions. Emotional Maturity is the foundation upon which expectations for future interaction with others are built, and upon which individuals develop perceptions of their own behavior. Often, the concept of Emotional Maturity frequently encompasses additional constructs such as social skills, social communication, and interpersonal communication.
- **Resilience** is the capacity to withstand stress and catastrophe. Psychologists have long recognized the capabilities of humans to adapt and overcome risk and adversity. Individuals and communities are able to rebuild their lives even after devastating tragedies.

The road to resilience lies in working through the emotions and effects of stress and painful-events.

Resilience is also not something that you're either born with or not. Resilience develops as people grow up and gain better thinking and self-management skills and more knowledge. Resilience also comes from supportive relationships with parents, peers and others, as well as cultural beliefs and traditions that help people cope with the inevitable bumps in life. Resilience is found in a variety of behaviors, thoughts, and actions that can be learned and developed across the life span.

REVIEW OF LITERATURE

- A Research study conducted by Esmaeil Sadri Damirchi of Hacettepe University, Turkey on **The Impact of Life Skills Training Program on Emotional maturity Among High School Students**, 2013 emphasizes that the prepared Life Skills training program had been effective in increasing the Emotional maturity of High-school students in the experimental group. ($P \leq 0.0001$, $t=9/10$). Based on this result, enhancing social development with a view of promoting social-emotional skills across different educational levels can be a practical objective.

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- A Research study conducted by Shanti Balda; UshaTuran(2012) Asian Journal of Home Science 2012 Vol. 7 No. 2 pp. 328-335.**Life skills education for social competence and Emotional maturity of primary school children.**The objective of the study was to determine the effectiveness of life skills training on social and emotional maturity of students with mathematics learning disorder. Life skills training improved social and emotional competence among the students with mathematics learning disorder and can be used as an appropriate approach for the improvement of children's social and emotional competence in learning disorder schools.
- A study conducted by Aparna UGC Research Scholar, Department of Education, University of Kerala, Thiruvananthapuram, Kerala, India and Raakhee Assistant professor, Department of psychology, S.N.College, Chempazhanchi, Thiruvananthapuram, Kerala, India. Education Science and Psychology 2011 | No.2 (19) ISSN 1512-1801 3. **Life skills Education as stress resilience for Adolescents: its Relevance and Importance.** Adolescents are considered to be the productive members of a society due to their physical and intellectual capacity. But unfortunately most of the adolescents are unable to utilize their potential to maximum due to inappropriate environment. They are always engaging in antisocial activities and spoiling their life. To make life of adolescents valuable and to convert them to individuals with high potential, educational system should be reformed giving due importance to life skill education. Life skills are those abilities which will help in the promotion of general well-being and psychosocial competence of the individual. Life skills empower young people to take positive action to protect them and promote health and positive social relationships. It also entails being able to establish productive interpersonal relationships with others. In the present paper the investigator goes through the importance of life skills, various life skills, life skill education and the benefits imparting life skill education in our curriculum.
- A research study conducted by Reza Fallahchai, Hormozgan University, Bandar Abbas, Iran (2014) **Effectiveness of Life Skills Instruction for stress resilience.** The experimental group attended in 10 weekly sessions (35 hours) of life skills training. The results showed that the students who had received academic and life skills training gained significantly higher scores in life skills and stress resilience than those with no training.

NEED FOR THE PRESENT STUDY

An understanding of Emotional Maturity in adolescents, including its developmental antecedents and correlates as well as its relation to adaptive outcomes, is important for both theoretical and practical reasons. The development of adolescent Emotional Maturity and Resilience is central to theories of development and research on competence. From a practical standpoint, the promotion of Emotional Maturity and Resilience has been identified as a key resource for preventing

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adolescent problem behavior and enhancing positive development in children and adolescents. With this respect, the present paper focuses on “The Role of Life Skills Training in Developing Emotional maturity and Stress Resilience among adolescents”.

METHOD:

Objective:

- To study the Effect of Life Skills Training on Emotional Maturity and Stress Resilience.

Hypothesis:

- There is a significant difference between Life skill trained and untrained adolescents in their emotional maturity and stress resilience.

Design:

- The research method used in this study was quasi-experimental design with pre-test and post-test with control group and random assignment.

Sample:

- Purposive sampling technique was used to draw the sample, 20 trained female and 20 untrained female, studying in class 12 were selected from Bangalore city.

Materials:

The following materials were used in the present study:

- **The Resilience Scale (RS)**, comprises of 25 items which has been designed by Gail M. Wagnild & Heather M. Young.
- **Emotional maturity Scale** consists of 48 items which has been developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava.

ANALYSIS OF RESULTS:

- Appropriate descriptive and inferential statistical analysis was used.

Table.1 shows the Mean and Standard deviation scores of emotional maturity of Experimental and Control group.

Groups	Pre-test Mean	SD	Post-test Mean	SD
Control Group	0.98	0.18	5.53	0.18
Experimental Group	1.33	0.16	1.65	0.625

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Table.2 shows the Mean and Standard deviation scores of Stress Resilience of Experimental and Control group.

Groups	Pre-test Mean	SD	Post-test Mean	SD
Control Group	1.3	0.77	1.114	1
Experimental Group	3.7	0.29	0.29	1.6

Table.3 shows the multivariate analysis of covariance for the effects of life skills training on increase in emotional maturity.

Partial Eta Squared	Sig	F value	Mean Square	Df	Sum of squares	emotional maturity components	Effect sources
0/45	0/00	0.40	3.147	1.35	299/95	Evaluation and expression of emotions	Life Skills Training
0/26	0/001	0.22	2.64	1.35	185/70	Emotion regulation	
0/32	0/000	2.83	5.33	1.35	315/59	Emotionutilization	

Table.4 shows the covariance analysis to examine the effects of life skills training on increase in Stress Resilience.

Partial Eta Squared	Sig	F value	Mean Square	df	Sum of squares	Effects
0/11	0/03	0.0625	1.145	1	1.145	Effect group(Life Skills Training)
			0.35	37	8.90625	Error
				40	65460	Total

According to table.1 and table.2, we can infer that the mean scores of the Experimental group in the pre-test for emotional maturity was 1.33, which has increased to 1.65 in the post-test and the mean scores for stress resilience of the experimental group in pre-test was 3.7 which has increased to 0.29 in the post test.

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According to table.3, we can infer that the mean difference between the components of emotional regulation, evaluation and express emotion, and emotion utilization, in post test of experimental group is statistically significant that training life skills can result in increase in emotional maturity.

Generally with the values of square Eta in Table.3, it can be pointed out that life skills training have the greatest impact on the evaluation and express emotion (45 percent), and then it has greatest impact on emotion utilization (32 percent) and emotional regulation (26 percent).

According to table.4, we can infer that the difference in the stress resilience scores between the experimental and control group is statistically significant , in a way that training life skills can result in increase in stress resilience .According to the Eta squared, value of this effect is 11%(table.4).

DISCUSSION

The aim of the research study was to analyze the effect/role of Life Skills Training on Emotional Maturity and Stress Resilience among trained and untrained adolescents studying in class 12. The result of the study depicts that Life Skills Training increases Emotional Maturity and Stress Resilience among the students who had participated in the Life Skills Training class.

CONCLUSION

Although the generalizability of these results requires further research in this field, it can be stated that training life skills can greatly increase emotional maturity and stress resilience among adolescents. Life Skills Training should be interest of professionals and authorities in the field.

The purpose of training life skills is to foster the ability in individuals to deal with problems and Stressful life, so that they can achieve and promote their mental health.

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The Effect of Facebook Use on Life Satisfaction and Subjective Happiness of College Students

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ABSTRACT

The aim of the present investigation was to study the effect of Facebook uses on life satisfaction and subjective happiness of college students. 150 {75 male and 75 female} college students age ranged 16-30 from Lucknow city of Uttar-Pradesh were selected through purposive sampling technique. In the present study only those students were participated who are using Facebook. Intensity of Facebook Usage, life satisfaction scale and subjective happiness scale were emailed to all participants. Online information was received by the researcher. Results showed that Females scored highest on both scales, recording higher levels of Facebook usage and happiness than their male counterparts. Older age group students were found to be more intense Facebook users, more satisfied with their lives and happiest than younger age group students. Positive and significant correlation was observed between Facebook usage, life satisfaction and happiness of older age group college students. The bivariate correlations between the participants groups, happiness and life satisfaction were positive. The study was found to be very useful for college students.

Keywords: *Facebook use, life satisfaction, subjective happiness, college students.*

In the present modernized society, social media have created popularity among modern youth (Abramson, 2011; Kamenetz, 2011) Facebook is becoming a necessary tool in youth's life and has grown increasingly in modern society worldwide. Taking the birth in 2004, Facebook has linked peoples all over the world to communicate, cultivate new friendship for their own taste (Lenhart, 2009).

Researchers have found that among Facebook users, college students are the heavy users (Lampe et al, 2006; DiMicco & Millen, 2007). Studies indicated that 85% to 96% of college students uses Facebook (O'Dell, 2011; Junco et al, 2011; Hargittai, 2008a; Jones and Fox, 2009; Mateney and Borland, 2009). Gonzales et al. (2011) observed that Facebook use enhanced self-esteem of college students and it is linked with positive increase in overall life satisfaction.

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Facebook permits to create a profile, display, personal information, upload pictures and interact with friends through messages, gifts and other applications. College students spend almost one to two hours daily on Facebook. It is the most preferred tool for networking among college students.

Studies indicate that the effects of social networking sites (use of Facebook) vary according to users' attributes and internet use functions. Infect social networking like use of Facebook can even enhance the satisfaction and happiness of users who use Facebook for relationship formulation and communication purpose. The result of this type of studies support the stimulation hypothesis, based on which the social network enhances interactions and thus contributes positively to happiness and satisfaction in life.

Ellison et al. (2007) have found that Facebook use was related to bridging, bonding and maintaining social capital which refers to resources received through relationship such as life satisfaction and subjective happiness. On average, college students had between 150 to 200 Facebook friends and generally used the website to communicate to others for building relationship. This indicated that students primarily used Facebook to maintain previously formulated happy networking, rather than creating new network.

Raacke et al (2008; Sheldon 2008; Pempek et al 2009) have noticed that Facebook is used primarily for social connections. Sheldon viewed that students use Facebook to maintain relationship with friends they already knew.

Pempek et al, (2009) asserted that college students used Facebook to communicate information about their satisfaction and happiness. Facebook has also viewed as the “social glue” that assists students to become satisfied with college life.

It appears therefore, that Facebook fulfills its role to support social relationship and to build social connections that enables students to become happier and satisfied with day to day activities.

Subjective happiness is the psychological state of well-being, joy, and contentment (Lyubomirsky, 2001). Subjective happiness has been viewed as a popular conception psychology research and is noted to be a significant part of human life (Doman,2010; Lyubomirsky, 2001).In addition, it is well known that the pursuit of happiness is an important goal for every human being (Lyubomirsky, et al. 2005).Subjective happiness is a construct that is relatively consistent over time and across situations, and it has an impact on how people perceive, interpret, recall, and actually experience life events in a positive or negative way (Lyubomirsky and Tucker, 1998).

Studies have shown that subjective happiness is associated with self-perceptions of well-being, satisfaction with life (Diener, 2000; Suh et al, 1998), satisfying relationships, positive emotions (Diener and Seligman, 2002), emotional intelligence (Extremera, 2005), and self-enhancing bias (Lee and Im,2007). It has also been proved that people, who are subjectively happy think more

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positively about themselves (Lee and Im, 2007; Campbell, 1981), feel more personal control (Larson, 1989), evaluate recent experiences in their lives as more pleasant (Matlin and Gawron, 1979), and their emotional reactions are more intense to positive events, but less long-lasting to negative events (Seidnitz, 1997).

Life satisfaction is one of human reactions in individual and social. Diener et al. (1992) defined life satisfaction as a personal judgment of property, success and quality of life based on selected criteria of an individual. The concept of life satisfaction is an internal experience which includes positive existence of excitement and lack of negative emotions (Rode, 2005). Internal satisfaction is the result of individual and social growth (Fank et al. 2006).

Life satisfaction refers to a judgmental process in which individuals assess the quality of their lives on the basis of their own unique set of criteria (Shim and Johnson, 1978). A comparison of one's perceived life circumstances with a self-imposed standard or set of standards in presumably made, and to the degree that conditions match these standards, the person reports high life satisfaction. Therefore, life satisfaction is a conscious cognitive judgment of one's life in which the criteria for judgment are up to the person.

Nasirei- Jokar (2008) mentioned the indirect role of hope in the relationship between meaningfulness of life and mental health indices in girls and women and pointed out that this meaningfulness leads to the increase of happiness and life satisfaction. Life satisfaction in adolescents increases as they get older. Relationship with friends is of high importance in adolescents. Having proper relationship with classmate and friends are effective factors in life satisfaction of college students.

Researchers equate life satisfaction with subjective happiness or personal contentment. Existing research highlights that students life satisfaction is determined, in part, by their social ties (Kahneman and Krueger, 2006). Rating of happiness made by one's friends (Leary and Kowalski, 1990), a sociable and extraverted personality (Francis, 1999), frequent interpersonal communication that have positive affect (Diener et al. 1991) and happiness of one's family members (Clare et al. 2001) all are correlated to high life satisfaction and happiness.

Extending this view, it could be expected that people who actively participate in Facebook are more likely to experience connectedness and feel happier (Valkenburg, Peter and Schonten, 2006). Facebook can create envy and bitterness because people are exposed to happiness and positive images of their friends. Kavetsos and Kontroumpis (2011) analyzed the impact of Facebook use on happiness and found that Facebook is associated with higher level of satisfaction and happiness among college students. Living in a country with high rate of internet users improves life satisfaction as well.

According to a Facebook's statement as on December 31, 2012, it has 1.06 billion monthly active users worldwide including 71 million in India. Facebook has grown so rapidly in such a short period without some pleasurable aspects.

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Kross (2014) conducted a study on 82 adults to examine the effects of Facebook usage on happiness. He observed that Facebook provides an invaluable resources for fulfilling the basic human needs for social connection but rather than enhance well-being.

The present research explores the relationship between Facebook uses, subjective happiness and satisfaction with life among college students by examining two aspects of Facebook usage: Facebook intensity using Ellison et al.'s Facebook intensity scale and also the number of Facebook friends.

METHODS

Participants:

Participants were 150 Facebook users between the age of 16 to 30 (75 males and 75 females). They were college students from Lucknow city of Uttar-Pradesh. All participants were classified on the basis of their age in three groups [{1} 16 to 20, {2} 21 to 25, {3} 26 to 30]. Only Facebook users were included in the study.

The participants were selected from Facebook using a status update on the researcher's personal profile requesting participation, which included a link to the on line survey. Some participants who completed the survey also posted a link on their own profile; therefore a snowball sample was employed.

Measures:

Intensity of Facebook Usage:

Facebook intensity scale developed by Ellison et al. (2007) was used to answer the intensity of Facebook usage and also the number of friends. This scale measures the number of Facebook friends where 1= "50 or less", 2= "51 to 100", 3= "101 to 150", 4= "151 to 200", 5= "201 to 250", 6= "251 to 300", 7= "301 to 500", 8= "501 to 1000", 9= "1001 to 5000", 10= "5001 to more". It also measures the time spent on Facebook (1= "less than 10 minutes", 2= "10 to 30 minutes", 3= "31 to 60 minutes", 4= "1 to 2 hours", 5= "2 to 3 hours", 6= "3 hours to more"). The Facebook Intensity Scale has been used frequently in recent Facebook related research, with over 1,500 citations on Google scholar since 2007.

Subjective Happiness Scale:

Subjective happiness scale developed by Lyubomirsky and Lepper (1999) was used to measures the happiness. There are 4 items to be rated on a 7 point Likert scale (e.g. "In general, I consider myself" on a scale from 1 "not a very happy person" to 7 "a very happy person"). The scores from these statements were averaged to create the variable happiness.

Life-Satisfaction Scale:

Life Satisfaction Scale developed by Diener et al. (1985) was used in this study. This scale includes 5 questions with 7 point Likert scale. The alternative absolutely correct is scored 7 while alternative absolutely wrong is scored 1. The range of scores is between 5 to 35. This scale has 0.86 reliability.

Demographic Information:

Other demographic Information was also collected with the help of a questionnaire. This included age, gender and class etc.

Design and Data Analysis:

A between subject design was used to examine the correlation between variables. The predictor variables measured are Facebook usage and the number of Facebook friends, the criterion variables is happiness and satisfaction with life demographic variables (gender, age) are also examined.

A Pearson R correlation was carried out to investigate the correlation between Facebook usage and happiness and life satisfaction, number of Facebook friends and happiness and Facebook usage to examine the differences in scores between genders for satisfaction with life.

Procedure:

Participants were selected using on online questionnaire link posted on the researcher's personal Facebook pages of participants who had completed it. All participants took part using their personal computers. All participants were informed about the aim of the study, they completed three sections of the questionnaire; demographic details, Facebook activity. They were asked to select their number of Facebook friends and the approximate time per day spent using the site in the previous week. Happiness and Facebook intensity were measured using concerned measures. Finally they were directed to a debrief page which thanked them for their time and reconfirmed the contact email address.

RESULTS

Facebook usage and happiness:

Table 1 shows the mean and standard deviation of all participants' group scores on the Facebook intensity scale and subjective happiness scale. Females scored highest on both scales, recording higher levels of Facebook usage and happiness than their male counterparts. Older age group students were found to be more intense Facebook users than younger age group students. Older age group students were happiest than younger age group students.

Table-1: Mean and SD of scores on the Facebook intensity scale and subjective happiness for all participants groups

Groups	Facebook usage			Happiness		
	Mean	SD	Number	Mean	SD	Number
All participants	3.36	.85	150	5.20	1.09	150
Male	3.09	.80	75	4.97	1.15	75
Female	3.29	.82	75	5.30	1.05	75
Age						
16-20	2.91	.47	50	4.65	.49	50
21-25	3.40	.90	50	5.33	1.09	50
26-30	3.50	.75	50	5.39	1.24	50

Facebook usage and satisfaction with life:

Table 2 shows the means and standard deviation of all participants' group scores on the Facebook intensity scale and life satisfaction scale. Females scored highest on both scales, recording higher levels of Facebook usage and higher satisfaction with their lives than male respondents. It was also noticed that as age of the participants increased their satisfaction with lives also increased in a significant manner, older participants were found to be more satisfied with their lives than younger participants.

Table-2: Mean and SD of scores on the Facebook intensity scale and life satisfaction scale for all participants group

Group	Facebook usage			Life satisfaction		
	Mean	SD	Number	Mean	SD	Number
All participants	3.36	.85	150	26.50	6.53	150
Male	3.09	.80	75	24.61	5.84	75
Female	3.29	.82	75	28.32	6.71	75
Age						
16-20	2.91	.47	50	24.50	6.41	50
21-25	3.40	.90	50	26.32	5.23	50
26-30	3.50	.75	50	28.18	5.12	50

The result of correlational analysis is presented in table-3:

Table-3: Correlation between Facebook usage, Happiness and Satisfaction with life

Group	Correlation	
	Happiness	Life Satisfaction
All participants	1.08	1.09
Male	0.27	0.26
Female	.008	0.12
Age		
16-20	.09	0.08
21-25	0.49	0.51
26-30	0.43**	0.49**

**Significant at 0.05level

The result of table 3 indicates that there is positive and significant correlation between Facebook usage and happiness of older age group college students. The correlation between low life satisfaction, Facebook usage, happiness and life satisfaction in all other groups, and indeed on the sample over all were not significant. Over all the result suggest that there exist some correlation between Facebook usage, happiness and life satisfaction, contrary to the previous researches.

The multiple regression analysis was also conducted to evaluate how well the various participants group predicted happiness and satisfaction with life. The predictors were gender and age, while the criterion was happiness and life satisfaction. The linear combination of participants group were not significantly related to happiness, $f(2,150) = 1.16$, $p > 0.05$ and life satisfaction, $f(2,150) = 1.17$, $p > 0.05$. The sample multiple correlation coefficients were .16 and .17, indicating that approximately 3% of the variance of happiness and life satisfaction in the sample can be accounted for by the linear combination of the different participant group.

Table 4 presents the relevant strength of the individual predictors. All the bivariate correlations between the participants group, happiness and life satisfaction were positive. On the basis of these results, it can be concluded that the only useful predictor for happiness and life satisfaction amongst the participants studied is gender.

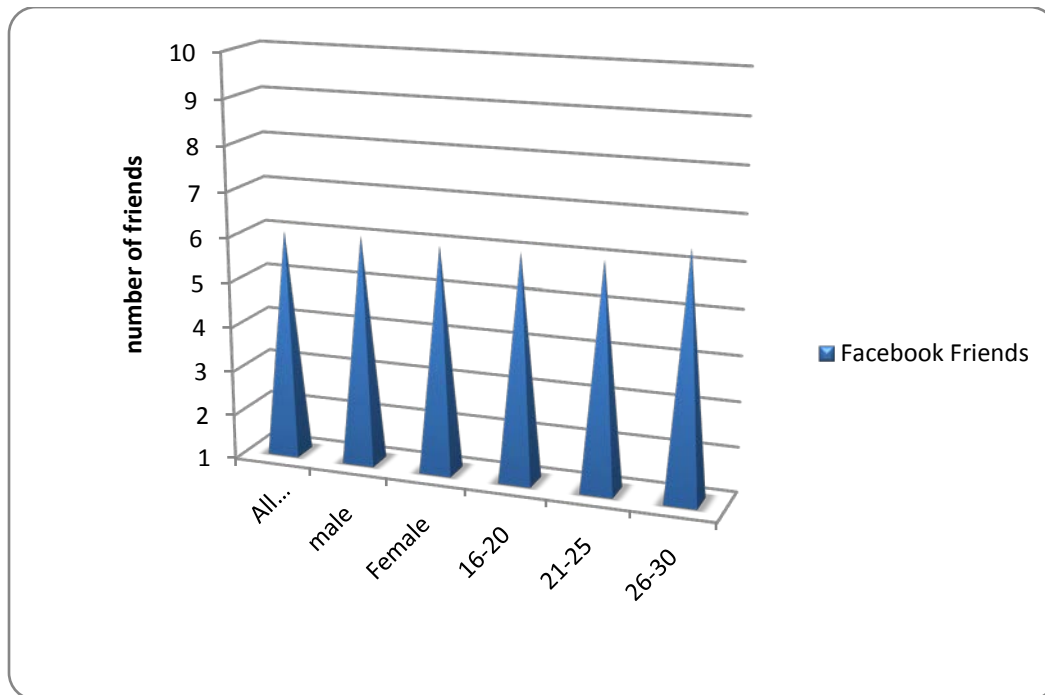
Table-4: The Bivariate and partial correlation of the predictors with happiness levels and life satisfaction

Predictors	Correlation between each predictors and happiness	Correlation between each predictors and life satisfaction	Correlation between each predictors and happiness levels controlling for all other predictors	Correlation between each predictors and life satisfaction controlling for all other predictors
Gender	.14	.14	.14	.17
Age				
16-20	.19	.14	.04	.06
21-25	.17	.16	.03	.02
26-30	.18	.14	.04	.03

Number of Facebook friends, happiness and life satisfaction:

Figure 1, given below, shows the mean number of Facebook friends across all participants group.

Figure-1: Mean number of Facebook friends for all participants group



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Note-1= 50 or less Facebook friends, **2**= 51-100 Facebook friends,

3= 101-150 Facebook friend, **4**= 151-200 Facebook friends,

5= 201-250 Facebook friend, **6**= 251-300 Facebook friends,

7= 301-500 Facebook friends, **8**= 501-1000 Facebook friends,

9= 1001-5000 Facebook friends, **10**= 5001- above Facebook friends

The above figure1 shows that over all participants had an average of between 251 to 300 Facebook friends ($m = 6.03$, $SD = 1.99$, $n = 150$) with male's having slightly more than female participants ($m = 6.08$, $SD = 1.96$, $n = 150$; $m = 6.01$, $SD = 2.01$, $n = 75$). The older age participants had highest number of friends on Facebook ($m = 6.42$, $SD = 1.76$, $n = 50$).

A correlational analysis between number of Facebook friends, happiness and life satisfaction is presented in table 5:

Table-5: Correlation between number of Facebook friends, happiness and life satisfaction

Groups	Correlation	
	Happiness	Life Satisfaction
All participants	0.64**	0.66*
Male	.12	.14
Female	.18	.17
Age		
16-20	.13	.16
21-25	.21	.19
26-30	.37**	.38**

* >0.05 , ** >0.01

Table 5 indicates that positive and significant relationship were observed between Facebook usage, happiness and life satisfaction, $r = .64$, $n = 150$, $r = .66$, $n = 150$, older age group participants also showed positive and significant correlation between number of Facebook friends, happiness and life satisfaction, $r = .37$, $n = 50$, $r = .38$, $n = 50$, other groups also showed positive relationship but their correlations were not significant.

DISCUSSION

The aim of the present study was to examine the effect of Facebook usage on happiness and life satisfaction of college students, and also to broaden current knowledge in the area by examining these variables through gender and age.

The effects of Facebook usage on happiness was explored using two aspect of interaction with the site, the intensity of usage measured by the Facebook intensity scale and also the number of

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Facebook friends. Happiness was measured using subjective happiness scale. The second important variable was life satisfaction and it was measured by life satisfaction scale. 150 participants between the ages of 16 to 30 were selected to examine these aims, over 25% participants were found who spent an average of 3 hours or more per day on the Facebook site. Females were found to be happier and fully satisfied with life than male participants, also older students were happier and satisfied than younger students.

The results of the present study were consistent with previous research which links using Facebook with a positive influence on users lives, such as the enhancement of happiness (Gonzales and Hancock, 2011) or an increase in overall life satisfaction (Ellison et al, 2007; Vanazuela et al, 2009).

It was mentioned that there will be a link between the number of Facebook friends, happiness and life satisfaction. It was observed in the analysis that this type of link exists. A positive correlation was found for the group as a whole considering these results. It can be argued that the number of Facebook friends is the best indicator of happiness and life satisfaction. This is supported by previous research which studied the effect of Facebook friends (Kaplidon et al, 2011; Demir, 2008). Furthermore the largest proportion of participants selected “I use Facebook to keep in touch with my old friends” on the F/S as their primary reason for using the site in the present research.

Facebook differs somewhat to other social network site in this respect as friends added to the user’s social network. Thus it stands to reason that users with more Facebook friends will be happier and satisfied with life, as a relationship already exists with people they have added on the site. This is further supported by only 5.5% of respondents saying that they use the site to make new friends, compared with the 80% who used it to keep in touch with old friends. Given this information, it is likely that those with a large number of friends on the site also have a large number of friends off line, and it is possibly this factor that correlation with happiness and life satisfaction is positive (Ryan& Xenos, 2011).

Research also suggests that people who are involved in online relationship are more willing to communicate in real life (Sheldon, 2008). The results of this study indicate a link between the number of friends and happiness and life satisfaction. This study also supported the previous views that friends are an essential predictor of happiness and satisfaction (De Roiste, 1996).

Present study has certain limitation. First, it is conducted only college students and on certain specific age group. It is important that a wider sample is used particularly in Facebook studies. Furthermore, a detailed analysis of Facebook friends is advised in future research. Facebook privacy setting should be taken into account for future studies. If any aspect of sharing information, or the frequency of doing so is being investigated then it is important to understand who and what users are allowing others in their social network to see.

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